

CHILDHOOD EDUCATION

DECEMBER, 1932

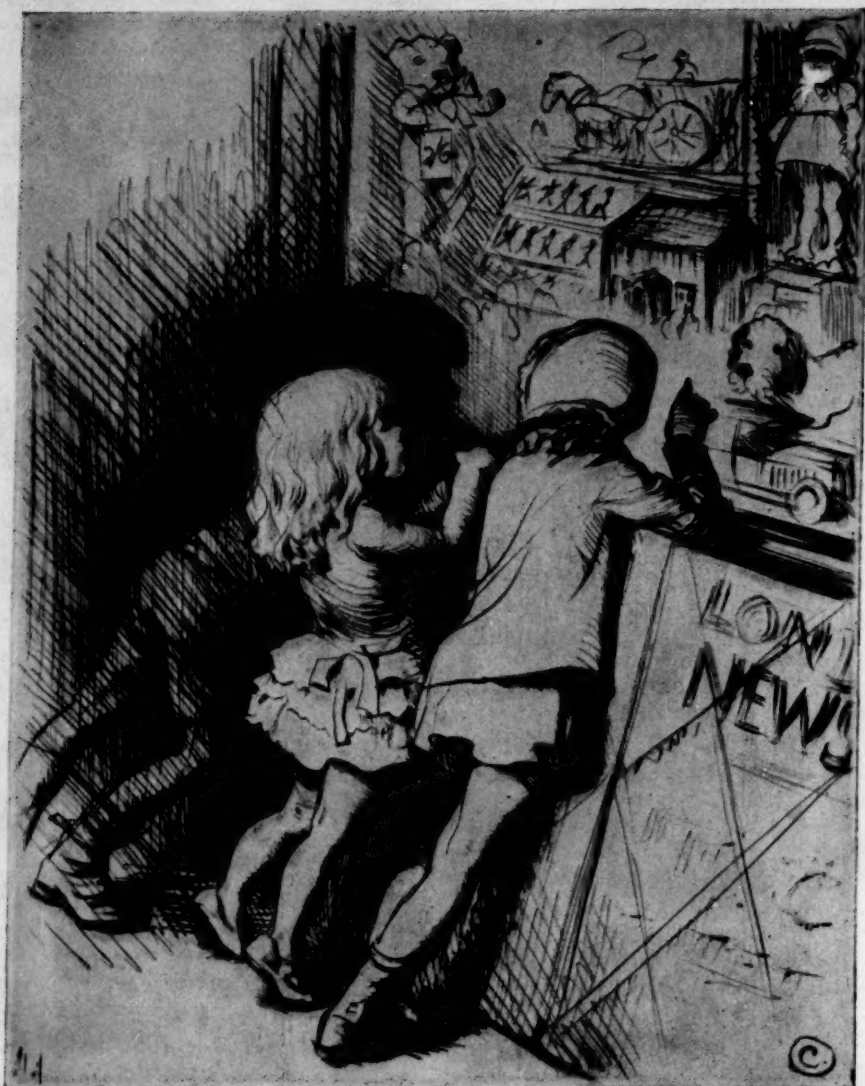
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From an etching by J. H. Dowd

J. H. Dowd
Courtesy of the Schwartz Galleries

There is one little dream of a beautiful drum,—
 "Rub-a-dub!" it goeth;
 There is one little dream of a big sugar plum,
 And lo! thick and fast the other dreams come
 Of popguns that bang, and tin tops that hum,
 And a trumpet that bloweth!
 And dollies peep out of those wee little dreams
 With laughter and singing;
 And boats go a floating on silvery streams,—
 EUGENE FIELD

CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

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No. 3

The Habit of World Friendship

MARGARETTA WILLIS REEVE

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LIFE is a race between education and disaster," says H. G. Wells; and in life, as in a race, much depends upon getting the right start.

Someone has said:

Educate a man, you educate an individual;

Educate a woman, you educate a family;

Educate a teacher, you educate a community.

To this might well be added, educate all three of these equally, you educate the nation and the world. But for this, the key word must be taken, not in its narrow meaning of instruction, but in its broad sense of the training of body and spirit as well as mind.

The beginnings of world friendship are in the home, for the international attitude, like character, must be caught, not taught, and to this end, parents as well as teachers must be world-conscious.

The little child is strongly individual. In his first years, when he gains more knowledge than he will acquire in any other period, however long his life span may be, he is so busy learning that he does not con-

cern himself greatly about other people, large or small, save as they may minister to his physical needs. But after two or three years he begins to gain more definite consciousness of those around him, and in his adjustments to his family he learns his first lesson in international relations. He recognizes the fact, though he cannot so express it, that he is no longer alone in a world of his own; that if he is to be reasonably happy and free to pursue his own ends, he must obey certain rules and operate within certain limitations; that he is to an increasing degree dependent upon others for his comfort and pleasure. Then gradually he realizes that with a companion or in a group, interesting things may be done which by himself he cannot accomplish, but that in working with others, a certain amount of give and take is demanded of him—his first lesson in cooperation.

A short time ago I read the statement of an expert to the effect that "a child grows, not from within, but from impacts received from without." This is not wholly true. The child, like the plant, does grow from within, but the *kind* of growth he makes depends largely upon the influences which surround him; just as the plant which

is given good soil and sunshine, is fed and watered, pruned and trained, makes better progress than the same bush or flower if left to develop itself in darkness and in arid ground.

The Kindergarten was the pioneer in bringing about the cooperation of home and school which is such a potent force in education today. It was the Kindergarten, as far as our knowledge goes, who first recognized in the children coming to school the effects of maternal ignorance or indifference, and who gathered the mothers into groups for conference, thus inaugurating the parent education movement which is becoming world-wide. In the Kindergarten too lies the great opportunity to inculcate, not only in the children, but in the homes in which it has not yet been awakened, the spirit of interracial goodwill. The gap between races and nationalities may be easily filled in when it is very shallow, and there will then be no need in the later school years to build a bridge across a gulf which has been allowed to widen.

Until a few years ago, students of world politics and conditions were working on the problems of international relations and cooperation, but their findings were not what might be termed "popular." People in general were not greatly interested in matters so far removed from their everyday experience. But today the world is shrinking. We can almost see around it, as we follow the flights of Lindbergh, Byrd, Earhart, of Post and Gatty, whose faces and whose planes we have seen in the news reels and whose voices we have heard in our classrooms or by our own firesides, from their landing places thousands of miles away. When I was young, an immensely popular book of adventure was Jules Verne's *Around the World in Eighty Days*, then almost as wildly improbable as are the *Adventures of Buck Rogers in the Year 2482*, which the children—and perhaps their elders as well—follow eagerly in the newspapers today. Now the cipher has been removed and the journey has been made in eight days! We are all world neighbors.

A few years ago, when events of vital im-

portance took place on the other side of the globe, the housewife and mother skimmed the headlines in the next day's paper—if she were not too busy, but what the photographers call "the human interest" was lacking, and soon all idea of what had transpired was lost in the fog of personal concerns. Today, when we hear the voice of the King of England or the Prince of Wales, the President of Germany or the Premier of France, and see them in home or office, on the screen, we become conscious of the person behind the words, and the news story in which they figure takes on a new and vivid meaning. When the children of Germany responded with their charming program to the Music Hour of our songs which Dr. Damrosch sent them; when the children of Wales broadcast their goodwill message to the children of the world—to which replies were sent from sixty-three countries—and when the boys and girls of France sent their beautiful Armistice Day greeting over the air, those people were visitors in our homes and schools, and we can never quite send them away again; they have left with us forever something of themselves.

We are told somewhat gloomily that nothing can now be expected from the adults, in this matter of world friendship; that all our attention must be turned to the children if it is really to be brought about. But if the children are to be educated in international relations, the adults who are training them must cease to fill them with ancient prejudices, with outworn hates. We can teach only that which we already know.

A child is naturally free from race prejudice. If left to himself, he will play as readily with children of black or brown or yellow skin as with those whose skin is white; his sense of value goes below the surface. But we who are parents and teachers are inclined to *feel* strongly and to *think* feebly, in matters interracial or international. We judge whole nations by some individual representative we may have met, whom we have not found congenial. We emphasize the points which displease us,

rather than those which might please, and the seeds of our dislike, so carelessly scattered in our talk, especially in the home field, fall into the fertile little minds which surround us and strike deep roots. We give to all classes the qualities of one, and that too often, the lowest. China is too often personified to our children by the laundryman in his cellar, with his long queue, his dress and shoes which seem odd to us, and his disposition made irritable by the attacks of street gangs, who fling at him the term "Chink," which, like "Jap," is as a slap in the face to those of either nation. Or Japan is thought of as peopled by the wily Orientals who are almost invariably the villains of the motion picture drama. It is for the home and the school to set up the truer picture, which will show the dignity of the educated classes, the respect for age, the unfailing courtesy to parents and to guests, the profound reverence for learning and its teachers, the gratitude for kindness which is carried from generation to generation, which characterize the Chinese; the love of little children, the worship of beauty, the exquisite personal cleanliness, the eager desire for progress, which distinguish the Japanese. We shudder at certain customs of India which have recently received glaring publicity, and we see it in the films as a background for snake charmers and for loathsome beggars; but little is said of the home-centered family life in which the teacher-mother is a veritable queen, of the spiritual training which makes religion a part of life, so closely is simple ritual interwoven with the homely affairs of the daily round. In each country, pictures like these may be found if they are sought for, and here again, the Kindergartner who sees them may not only show them to the children but may project them back into the homes from which they come.

The child goes to school to work and play with other children. It is from what he takes with him from his home, or what he hears when he returns to it, that he learns that there are differences which set up barriers; that his playmates are not just boys and girls, but are Poles or Italians,

Germans or Negroes, and that in that fact lies a reason for unfriendliness. But though a child may grow up in the United States, he may go to Mexico as an engineer, or to South America to raise cattle or coffee, to China or India for trade or in the mission field. His whole future may depend upon the attitude with which he faces his new surroundings, as a friend who comes with a desire to learn and to share, to fit into the life of the country which for a time he has adopted as his own, or as one who already "knows it all," and has a superiority complex toward all those whose color or creed or customs differ from those to which he has been accustomed.

Internationalism, or world friendship, cannot be taught *as such*; that is to set up at once a certain resistance. Tolerance may not be preached, for that carries with it the idea of patient endurance of something which we consider foreign to ourselves. Even travel in many lands will not in itself accomplish the desired result, for we may carry with us all our prejudices and go prepared to dislike the alien conditions we shall meet. Rather must we seek to cultivate both in home and school, common aims, associations, memories, to find the interests in which all share, and to look upon our different methods in working them out as merely so many agreeable variations of a single theme. We know, for instance, that all nations build homes, grow food, make clothing, seek recreation, celebrate holidays. It would be well for parents and children as well as teachers to know how other people go about these affairs which are just the same as our own; how they differ from us in methods and results, and why; and after a while it may dawn upon us that to those others *we* may seem as "queer" as *they* have always appeared to us. How wholesome that would be! All nations have their problems of religious difference, of government, education, laws and customs, health, employment. How are we endeavoring to solve them? Are we doing it as well as, or better than, those others? Here again we have common interests for the whole family as well as for the school.

The home can do much here, perhaps with some wise guidance from Kindergarten or teacher, by encouraging even among quite little children, collections of postcards and flags, and later, of stamps, by the making of scrapbooks illustrating other countries, by the singing of national anthems and popular songs of many nations, and by planning for church and social occasions and for parent-teacher programs, simple tableaux, plays and pageants picturing our world friends.

When I was in Hawaii last year—that marvelous territory which in itself is a “League of Nations” under our own flag, I visited a Kindergarten which at first sight looked as though a cyclone had blown the contents of giant wastepaper baskets through the wide-open doors and windows. Crouched on the floor, on temporary carpets of newspapers, were thirty or forty tiny boys and girls, blissfully snipping gaudy paper of all colors and smearing both it and themselves liberally with paste, while the teachers, one American, one Chinese and one Hawaiian, moved quietly here and there, giving a suggestion, a touch, a word of advice where it was needed. The babies had just returned from a visit to the markets where the rainbow colored fish of those tropic waters were displayed for sale, and now they were making fish for Boy Day. This is a purely Japanese festival, a day of rejoicing over the sons who are to carry on the family name. On this day each year, paper fish of all sizes and varieties, like gorgeous kites, are attached to strings hung from pole to pole in front of the dwellings, and the popularity of the family within may to some degree be judged by the number of these tokens, which are sent by friends as we would send cards of congratulation. In that school were children of seven or eight nationalities, but the holiday is celebrated by the entire territory (in which the population has a large percentage of Japanese), and the children of my friend in their beautiful suburban home were as proud of their gay display as were the little Orientals in their houses on the crowded waterfront of the city. They were

all making fish, not because it was a “strange custom of the Japanese,” but because fish in front of the house on Boy Day meant that everyone was glad to have little boys in their families.

When the International League of Mothers and Teachers for Peace Education met in Paris last autumn, they summed up the duty of the home in a statement which they called *The Voice of the Mothers*. It runs thus:

The mother should teach the little child to love all the members of its family. The mother should later give to the young child fraternal feelings for all of his race and tongue.

The mothers should convince all those who are growing up around them of the necessity for loving all mankind, to whatever nation they may belong.

Finally, by their daily example, mothers should prove that love, which shows itself in sacrifice made for good understanding and peace, alone can triumph over the selfishness which is the source of all quarrels and the suffering which they bring in their train.

But this responsibility should be shared by the two other educators, the father and the teacher.

The great challenge to the American home and the American school today is to train children to live harmoniously with their own families, their companions and with other races. We have made amazing progress in science industry; we have practically annihilated time and distance; we have extended the term of human life; but we have yet to learn the gracious art of living together in sympathetic human relationships, of working and playing with those whose customs, traditions, and inheritance differ from our own, but who have come to enrich our national life with their contributions of literature and music, of handcraft and of art.

Our educational progress, our international relationships and the friendship which the world will in future feel toward our country will depend upon us, the parents and the teachers, and will be measured by our vision, our attitude, and our cooperation.

Transportation Unit

RUBY NEVINS

Kindergarten Supervisor, Wilson Teachers College, Washington, D.C.

WHAT shall we do in the kindergarten after Christmas? This was the question asked by three student teachers who were assigned to teach in the kindergarten after the holidays. What unit of interest shall we develop?

The answer came with the happy thought of asking the children to bring to kindergarten the Christmas toys which they had enjoyed the most during the holidays.

The children brought in many trains, boats, airplanes, automobiles, and busses. Conversation thus centered about the ways that people travel. Questions concerning travel were asked. The different toys were examined and discussed. How real trains, boats, and airplanes function was also discussed. The dominant interest of the group was thus revealed to the teachers.

In order to answer many of the questions asked by the group and to enrich and broaden their experience an excursion was planned. A vote was taken as to where we should go. One child suggested that we go to see a real train that was moving. There were many votes for this trip. Another child suggested that he would like to see an airplane start. He said that he had often seen one flying over his head but had never seen one take off or land. Many votes were cast for this trip. It was suggested by another member of the group that we go to the river to see the boats. Many were in accord with this suggestion. As distances are not great in Washington it was finally decided to visit all three points of interest and thus satisfy the children's interest in regard to the three types of transportation that had been mentioned.

The morning that the big bus stopped at the kindergarten was a joyous one. We were off for a trip—we were travelling just as the people had travelled that we had enjoyed hearing about in Mr. Tippet's fascinating little book *I Go A-Traveling*.

At the airport many airplanes were seen. The children were particularly interested in the preparation for ascent and also in watching the airplanes land. The structure of the airplane was noted and some of its particular parts such as the joy stick, the cockpit, and type of plane whether monoplane or biplane.

An opportunity was afforded at the trainyard not only of viewing the passing trains but to study the parts of the big engine. Again structure and particulars were noted such as the boiler, smokestack, steamdome, bell, wheels, cab, fender, headlights and cowcatcher.

On our way home we rode around the Speedway. From this point many small boats were visible. The speed boat cutting through the water interested the children. They were interested in the movement and structure of this boat. While on the Speedway many airplanes flew over our heads and the morning trains of the Southern Railway both passenger and freight thundered by. As we passed the National Museum one of the children suggested that we stop and look at Colonel Lindbergh's plane.

Our excursion proved to be a most worthwhile experience. The next day the children divided up into groups. One group had a clear idea of how an engine looked and decided to build one. The second group were interested in constructing an airplane while the third planned to work on a speed boat.

Plans were made by each group and the children eagerly began their work. Keen interest was displayed by the children in helping to assemble the materials and to gather information. Trips taken with parents on Saturday and Sunday afternoons to the Speedway had more meaning now that they were interested in the trains, airplanes, and boats that could be seen from there. Interest was developed in looking for and bringing in pictures and books

illustrating types of transportation. These books and pictures were placed on the library table and constantly referred to by the children in order to clarify their images

in watching progress and development of activities over a long period of time. They were keenly interested over a period of six weeks while constructing an engine, air-



Our excursion proved to be a most worthwhile experience. The next day the children divided into groups. One group had a clear idea of how an engine looked and decided to build one.

and to help them in their construction work. The children became proficient in using books to find pictures that would help them with details of construction. A specific vocabulary was developed by the children in expressing their ideas relating to this study of transportation.

At the close of the work period the work of each group was discussed and plans were made for the following day. During these conferences helpful criticisms were given. Standards of workmanship were raised. The children were led under guidance of the teacher to give suggestions of how to make work better when they found points for criticism. The children thus learned to take and give constructive criticism. Thinking was constantly stimulated and many worthwhile ideas were contributed. The children gained in ability of being interested

plane, and boat. All of which upon completion not only looked *real* but were big enough to get into and use.

There were three student teachers so each group worked under the guidance of a teacher. Each teacher made a plan related to the unit in which her group was interested. This plan was concerned with the activities and outcomes that might be developed in relation to the greatest possible growth for the children in terms of habits, skills, attitudes, and appreciations. As the work progressed possible leads to further activities were noted for example—a study of the different kinds of cars resulted in an interest in the car known as the refrigerator which bears fruits and vegetables from the farm to the city. Interest in the development of a farm and grocery store resulted from this. Also an interest

in communication resulted from a knowledge of the mail car and its function. The teachers recorded the particular interests of individual children and noted their reactions to different materials and situations.

MATERIALS USED BY THE CHILDREN

I. For Locomotive

1. A barrel for the boiler.
2. Orange crates for the frame, cab and seats in car.
3. Cereal boxes for the smokestack and steamdome.
4. Strips of wood for the cowcatcher.

II. For Airplane

1. Three orange crates for the body of the airplane.
2. Strips of wood for propeller and tail.
3. Beaver board for wings.
4. Wheels taken from an old wagon.
5. A broom handle for flystick.
6. Paint.

III. For Boat

1. Large radio box for boat.
2. Orange crates for seats.
3. Beaver board for bow and stern.
4. Wheel for steering.
5. Eisen glass for shield on front of boat.



The second group was interested in constructing an airplane. Keen interest was displayed by the children in helping to assemble the materials and to gather information.

5. Cardboard for the wheels.
6. Round shiny cans for headlights.
7. Black paper cambric to tack around barrel and red and blue paper cambric for caps for conductor, engineer and porter.
8. Black paint.
9. A bell to use as a signal for departure and arrival at station.
10. A whistle to "Toot" at crossings.

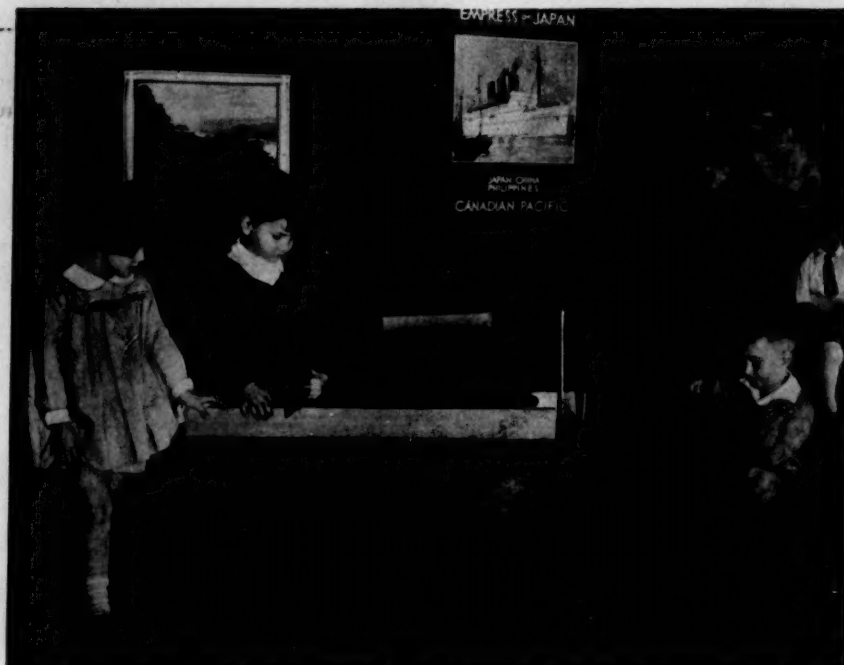
ATTAINMENTS

I. Number Experiences

1. Ability to count when activity suggested it.
2. Ability to compare objects in reference to relative size and proportion such as selecting boards and boxes; I need a board the size of this one; I need a box like this one.

3. Ability to recognize symbols such as numbers on clock face, engine number and ticket number.
4. Ability to recognize penny, nickel, dime, quarter.
5. Ability to use and understand the following concepts: large, small, smaller than, as large as, larger,

- (booklets made by children containing drawings and paintings).
8. Drawing on blackboard.
9. Painting large easel pictures.
10. Mixing and applying paint to articles constructed out of wood.
11. Making toy money and tickets out of paper.



The third group planned to work on a speed boat. The children became proficient in using books to find pictures that would help them with details of construction. A specific vocabulary was developed by them in expressing their ideas relating to this study of transportation.

smaller, long, short, wide, narrow, too many, not enough, many, few, more, little, front, back, in front of, back of, here, there above, below, up, down, on each side, opposite.

6. Ability to find space in room suited to constructing projects.
- II. Fine and Industrial Arts
1. Experimenting and constructing with boxes, wood, and other materials.
 2. Cutting card board and beaver board.
 3. Cutting out pattern for caps.
 6. Sewing caps out of cloth.
 7. Sewing pages of books together

III. Oral Language

1. Enlargement of vocabularies.
2. Development in expressing ideas.
3. Participation in group discussions.
4. Formulating standards of work.
5. Making daily plans.
6. Relating of experiences which take place outside of school—interesting places that were visited with parents.
7. Making rules about working.
8. Making rules about travelling.
9. Growth in ability to give accurate information about experiences.
10. Composing note inviting parents to visit the kindergarten.

IV. Dramatic Play

1. Arrival and departure of trains, boats and airplanes.
2. Collecting tickets.
3. Travelling with dolls and friends.
4. Preparing for trips.

V. Citizenship

1. Courteous behavior when traveling—no pushing.
2. Taking turns.
3. Using a pleasant voice when speaking.
4. Obeying signals.
5. Working in group or social unit.

VI. Music

The children enjoyed getting into the boat and singing

1. Sailing.

"Sailing, sailing over the rolling Sea,¹
When I grow up to be a man,
A Sailor I will be."

(Repeat all three lines) College Song.

2. "At The Dock."²

When in playing on the train the

children often sang "The Train."³

VII. Attitudes and Appreciations

1. Appreciation of the work of people on train, boat, and airplane.
2. Realization of the dependence of people upon one another.
3. Deeper respect for all workers.
4. Interest and joy in creating something worthwhile.
5. Interest and enjoyment in poetry, stories and music.

This type of activity furnishes the child a natural way of learning. He tries out the life he sees in his environment. He dramatizes what he sees going on around him. He therefore has a dynamic play interest which if given expression furnishes him a basis for later development and growth. A method of work involving research and ample opportunity to gather and organize material was afforded. Initiative, originality, and alertness were fostered. The joy of working together and the joy of knowing success were significant outcomes of this project.

¹ The above song was taken from the Course of Study, 1925, Kalamazoo, Michigan—Book 1, Elementary Education.

² Taken from Child—Land in Song and Rhythm, Jones and Barbour, Book I.

³ Taken from the Song Primer, Alys E. Bentley.

Winter's Beauty

Now winter's here and rivers freeze,
As I walk out I see the trees,
Wherein the pretty squirrels sleep,
All standing in the snow so deep:
And every twig, however small,
Is blossomed white and beautiful.
Then, welcome, winter, with thy power
To make this tree a big white flower;
To make this tree a lovely sight,
With fifty brown arms draped in white,
While thousands of small fingers show
In soft white gloves of purest snow.

—W. H. DAVIES, in *Poems*

Problems of Hand Preference

MINNIE GIESECKE

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TAKE it in the pretty hand . . . No, that's the wrong hand . . . Show Mother your right hand." These may not be the particular phrases familiar to you, but the meaning conveyed by them is a nursery tradition. Social usage and the price which must be paid in awkwardness and embarrassment by the left-handed adult causes mothers, nurses, and fond aunts to do what they can to teach the child a preference for the use of the right hand.

That hand preference has something more than social import, however, has recently come to light through investigations of its relationship to speech defect, personality problems, and reading disability. While considerable disagreement is found concerning these relationships and contradictory evidence is advanced by various investigators, the possibility that some relationship does exist gives the matter a significance which cannot be disregarded until convincing proof to the contrary is available.

One type of investigation has produced some evidence to indicate that there is a greater incidence of speech defect among individuals who do not show a distinct hand preference, either right or left, than among definitely right or left-handed persons. The theory in this case is that the most efficient type of person, from a neuro-muscular standpoint, is the person in whom there is a distinct dominance of one side over the other, and that, consequently, pure right and pure left-handed persons are much less likely to have neuro-muscular difficulties than are ambidextrous individuals. Indications have also been found of some connection between reading disabilities and this absence of dominance of one side over the other, although the connection is not altogether clear and only a few of the individ-

uals who exhibit lack of dominance encounter difficulty in reading.

Again, certain studies suggest the possibility of a relationship between changed handedness, i.e., the training of a left-handed individual to the use of the right hand in writing and other manual activities, and speech defect, personality problems, and retardation. The evidence is not conclusive, as conflicting results have been reported, but since most of the evidence establishing a connection is based on case studies, while most of the contrary evidence is the result of investigations of large numbers of school children, a possible explanation of the discrepancy might lie in the theory that while in the large no ill effect may result from training the right hand of left-handed individuals, in particular instances, where other factors enter into the situation, such changes from left to right-handedness may be harmful. Certainly this is an important problem and merits serious consideration by parents and teachers.

While there has been general agreement that the extent of right-handedness in any large unselected group is roughly 95 per cent, a new concept of this matter has been suggested by studies of "types" of handedness. In most investigations, individuals had been classified as right-handed, left-handed, or ambidextrous, largely on the basis of verbal reports of hand preference by the subject, himself. Investigations involving the actual performance of various kinds of one and two-handed skills, however, have pointed to different degrees of hand preference among so-called right and left-handed persons, and certain handedness "types" have been suggested according to these findings. The pure right-handed person is the one who favors the right hand in all acts of manual skill, whether one-handed (unimanual) as in ball-throwing, or

two-handed (bimanual) as in sweeping. Similarly, the pure left-handed type includes those individuals who favor the left hand in all cases. Several combination types, favoring one hand in certain skills and the other in others, range between the two. In addition to this classification, those students who take into consideration eye preference suggest additional "crossed" types involving combinations of right-eyedness with left-handedness and vice versa.

The practical significance of this line of investigation is again the possible relationship of these combination types to speech defect and behavior problems. As a matter of fact, such an analysis of types may be simply finer discrimination in variability of dominance of one side over the other. The studies in which individuals have been classified into these several types have given some indication of a greater stability among the definitely right and left-handed individuals as against a larger incidence of speech disability and behavior difficulty among the mixed types. Thus the findings mentioned, both in connection with types of handedness and with general dominance of one side over the other, agree in considering the ambidextrous or the mixed types as offering more problems than the pure right or left-handed types.

A word of caution in this connection might be timely. None of these investigations give justification for any sort of generalization. Speech defects are found among all kinds and types of individuals. Behavior problems occur regardless of hand preference. Retardation has been found to be dependent upon a great many factors. The evidence reported in these various studies simply indicates certain possibilities and is at present useful in particular instances rather than as a general guiding principle.

So much for the practical side of the problem of hand preference. Less immediately useful, perhaps, but both significant and interesting are the various theories advanced to explain the fact of handedness.

Most of these explanations have had their point of origin in the assumption that man alone, of all the animal kingdom, has

this hand preference. Not even the anthropoid apes show any indication of right or left-handedness, while primitive man is believed by anthropologists to have had a distinct hand preference. This belief is based on three different lines of evidence.

In the first place, primitive man used tools. In some cases these tools have been fitted into the right hand, in some cases into the left hand of fossil remains, but the evidence is adequate to prove that there were definitely right and left-hand tools. In the second place, careful measurement of fossil remains have shown significant differences in the length of the two arms of one individual. Finally, measurements of fossil brain cavities give evidence of a difference in the size of the two hemispheres of the brain.

The most obvious controversy regarding the cause of hand preference is found in the argument as to whether handedness is the result of environmental factors or whether it is an inherited characteristic. Social usage, having its origin in primitive man's use of tools plus the influence of the use of weapons through which the left hand became the defending hand, holding the shield to protect the heart, while the right hand became the skillful hand through wielding club and spear, has produced a right-handed environment, which perpetuates itself generation after generation. This is a logical argument until one takes into consideration the indisputable fact of a small but consistent percentage of left-handed individuals. Some advocates of the theory of handedness as resulting from environmental factors therefore add to the effect of post-natal training the possibility of an influence of the prenatal environment, putting forward the hypothesis that one-sided foetal position or differentiation in foetal development might influence the outcome.

In opposition to this set of explanations is the one which postulates handedness as an inherited rather than an acquired trait. The questions which arise in this connection are also several. Is hand-preference inherited as eye-color is inherited, or is it

an expression of some structural characteristic, such as asymmetry of the brain? Some investigators have found evidence of the inheritance of left-handedness in Mendelian ratio while others find only exceptions to this rule.

That there is a center of dominance in the human brain, such that right-side activities are controlled in the left side of the brain and left-side activities in the right side of the brain, has been conclusively proven by the clinical neurologists, but the whole question of causal relationship between "brainedness" and handedness is still unanswered. Furthermore, the comparability of brain measurements has been questioned. It is held by certain German neurologists that differences in size and convolutions of parts of one side of the cerebrum as compared with the other side in the same brain have been found to correlate with handedness. Other neurologists hold that with present methods of measuring and weighing brains, the fineness of the differences are so small that measurements made even by the same person at different times may not be comparable, and that while the evidence cited in favor of a relationship between differences in weight of parts of the brain and hand preference is of significance, a sufficient number of cases have not yet been examined to warrant a definite conclusion.

Thus, while the brain of both primitive and modern man has been shown to be asymmetrical, the relationship between this asymmetry and hand preference has not yet been determined.

The same situation is faced in the matter of arm measurements. As has been said, primitive man is characterized, according to some anthropologists, by a difference in the length of his two arms, and certain investigators have reported findings of the same kind in school children, with a definite relationship to hand preference, right-handed children having right arms longer than left, and vice versa. Other investigators have been unable to duplicate the findings, claiming the differences are insignificant when compared to the errors of

measurement. But whether or not sufficiently fine measurements can be made to give a significant difference, this asymmetry of length of arm can at best be a means of determining handedness, rather than an explanation of its cause, since here is another hen and egg situation.

A recent and new explanation which has been advanced to account for hand preference is that right or left-handedness is the direct and inevitable result of binocular vision. Because of the mechanical structure of our visual apparatus, one eye must become dominant over the other in near vision, and because of this eye preference a corresponding hand preference is also developed. One investigator reports impressive evidence both of eye preference and of a correspondence between eye and hand preference. Other investigators, however, have reported contrary findings, and the matter remains at present in a controversial state. This is an interesting line of study and further investigation is under way to attempt to clear up the matter. As has already been mentioned, crossed types in whom hand preference and eye preference do not correspond may offer another source of neuro-muscular instability.

One additional aspect of the problem is of interest, both as a novelty and as a serious piece of research. As has been suggested, there has been a general agreement that animals do not show the asymmetry, either of structure or of function, that is shown by man. The fact that even the anthropoid apes have no hand preference has seemed to place handedness in the category of strictly human traits. An investigation, however, in which rats were so situated that their only means of obtaining food was by reaching into a narrow-necked bottle with one paw, disclosed a preference for the use of the right paw significantly greater than would have resulted by accident. This seems to indicate that here, too, is a problem which is not yet solved, and that animal behavior may after all offer another field of investigation through which final answers to the questions surrounding hand preference shall be discovered.

A Vocabulary Study of First Grade Poetry

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MOST teachers will agree that children love poetry. Something within the children responds to the rhythm of the poetry. The lilt and sway of the lines strikes in coordination with a response almost innate. The rhyme, for most children's poetry is in rhyme, interests them. The beauty and unusualness of expression catches their imagination. New and different ideas are acquired. On the other hand, most teachers, in so agreeing, will be referring to poetry that is read to the children or that which is well known or memorized by them. The reading of poetry by the children themselves is a very different matter. The animation seems lost. In fact, children's librarians say that the lovely poetry books are rarely ever chosen. The poetry pages often inserted in readers are usually trying, both for the learner and the teacher. It is always annoying to have ones sense of rhythm rudely interrupted every other line by difficult and unusual words or expressions. Poetry to be enjoyed must swing along without interruption.

Many studies in research have been made of the vocabulary of the stories we ask children to read. These stories included the fine old classics. No studies questioned the vocabulary of poetry exclusively.

This study of the vocabulary of poetry is based on 87 poems recommended upon the basis of research¹ as being suitable for first grade children to read. These poems included selections from some 50 poets, new and old, and some rhymes from Mother Goose. Printed as first grade children's material is printed the poems would cover approximately 119 pages. The study attempted to answer the following questions:

1. How does the vocabulary of these poems check with certain well known vocabulary studies?

¹ Huber, Bruner, Curry, *Children's Interests in Poetry*, Rand McNally and Co., Chicago, 1927.

- a. The spoken vocabulary of children before school entrance.²
 - b. A reading vocabulary.³
 - c. A vocabulary of primers and first readers.⁴
2. How does the vocabulary of these poems compare with that of story material?

Each word in the poems studied was tabulated, and its frequency of occurrence noted. The words were then placed in alphabetical order and checked for placement in the lists noted above. Such expressions as "wobble wobble," "mulberry bush," "bumpety, bumpety, bump," which would represent one concept in the child's mind were recorded as one word.

Tabulated, the most interesting findings of this study are as follows:

Number of poems studied.....	87
Number of running words.....	8,925
Number of different words.....	1,921
Average number of different words per poem.....	22.08
Average number of different words per page.....	16.14
Words with a frequency of 1.....	1060
or 55.18%	
Words with a frequency of 2.....	294
or 15.30%	
Words with a frequency of 1 or 2....	1354
or 70.48%	

Different Words	Number	Percent
Not in the International Kindergarten Union list....	923	48.04
Not in the Gates list.....	802	41.75
Not in the Kircher list....	1325	68.97
Not in any of the three lists.	664	34.57
Occurring in all three lists..	682	38.50

² International Kindergarten Union, *A Study of the Vocabulary of Children before Entering the First Grade*, International Kindergarten Union, Washington, D. C. 1928 (now known as the Association for Childhood Education).

³ Gates, Arthur I., *A Primary Reading Vocabulary*, Teachers College Publication, New York, 1928.

⁴ Kircher, H. W., "Analysis of Primers and First Readers," *Twenty-fourth Yearbook of the National Society for the Study of Education*, Part I, 1925.

Varying in either direction, approximately 300 different words are sufficient for any first grade primer or reader. A book made of these 87 poems would have more than six times too many words to introduce. Perhaps even more important than the number of different words merely is the frequency with which these words occur. Repetition of words is an important factor in first grade reading. It is significant from a teaching standpoint to note that half the words in these poems occur but once and as many as 70 per cent occur not more than twice. Assuming that the child can learn a few unusual or difficult words that add "color" to his reading, 34 per cent is probably greatly in excess of that number.

While no check list for reading vocabulary is perfect, its use is conceded to be a better guide than personal opinion. Words, children use in speech are supposed to be the ones best understood by them. In addition, children probably understand a margin of words not spoken but heard by them. Even with this concession, it is yet important to note that nearly one-half the words are not common in the speech of children before entering the first grade.

The Gates list is probably the most widely used list for the selection of words for primary reading. Of the poetry words, 41.75 per cent do not occur in this list at all. Dr. Gates suggests that those of the first 500 of his list be used for the first

grade, the second 500 for the second grade and the third 500 for the third grade. Of the poetry words which do occur in the Gates list less than half are in the first 500.

The Kircher list is made up of words which actually do occur in first grade reading materials. These are the words that are being taught by the users of these books. Here, 68.97 per cent of the poetry words do not occur. The children must pay attention to these words whether they occur in poetry or story if he is to read. Lastly, one-third of the words do not occur in any list.

The results of this study may easily indicate the reason children do not like to read poetry and why teachers have difficulty teaching them to read it. The assumption is that if this study were made of second or third grade poetry that similar results would be obtained. It would be interesting to study individual poems in this way. In subjecting poetry to the same rigid tests in vocabulary as have been used on other types of reading material, the purpose is certainly not to attempt to exclude poetry from our curriculum, nor yet to recommend that the poetry itself be changed, but to attempt to discover certain facts about method. It would seem advisable then, to present poetry to children in the language or literature period at which time it may be read to them and favorites memorized.

In December

In December the locomotive of the Limited
Blows a mouthful of white smoke
Into an orchard of plum trees.
Wreaths of smoke flowers
Slip through the dark branches, and disappear,
Like April memories.
The locomotive hurries on in the winter sunshine,
Chuckling to itself.

MARGARET ANDERSON

Hygiene and Care of the Child in the Home

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IN THIS, the "century of the child" we are faced with the lamentable fact that in one year in these United States, 120,000 babies die before they have had a chance to celebrate their first birthday. Over 34,000 more die before they are old enough to enroll in the public schools, while some 18,000 fail to survive their fourteenth year.

This great human wastage, this enormous toll of child life is not the result of gangster warfare or of war between nations. Reliable authorities tell us that these children die because of either ignorance or indifference, on the part of parents or of those responsible for their welfare. They die from conditions that are *preventable*!

Preventable! Do we fully appreciate the indictment that the word conveys? In essence it says that if parents would apply the simple methods of developmental hygiene to everyday living, thousands of children's lives might be saved, and thousands more might be spared the burden of physical handicaps.

These are not pleasant facts to keep in the foreground but we must face them if we are to attack intelligently the problem of providing health care for all children. The very simplicity of a preventive regime may mask its significance; however, to effectively carry through such a regime careful and intelligent planning is required on the part of the home.

KEEPING THE WELL CHILD WELL

To keep the well child *well* is the most humane, economical, and effective way to insure good health for future years. To begin with, the child must be well-born; the people about him must be well and his resistance to disease must be built up and maintained.

The need for health care is not peculiar to any one age period. It should begin with the selection of parents and should continue throughout the life of the child. Where adequate prenatal care of the expectant mother has been provided the vitality of infants has been greatly increased and infant mortality has been markedly decreased. Consequently, any plan for child health care must provide for adequate prenatal and maternity care. The best physician that the family can afford should be consulted as early as possible.

The prompt and complete recovery of the mother following childbirth has a profound influence upon the health of the new baby and merits more attention than is usually given it. During this period when the foundations of sound health in the child are being laid it is highly important that the mother be physically and emotionally fit. The fatigue, tension, and excitement that result from resuming too soon the care of the household with the added responsibility for the new baby have a harmful effect upon the mother's milk supply as well as upon her strength and patience. Provision should be made for extra help in the home until the mother has fully recovered her strength and has made the adjustments necessary for carrying out a health regime for herself and the new baby.

A health regime that will meet the needs of the growing child must take account of the hygiene needs of the whole family and especially of the persons who come into direct contact with him.

The actual requirements of the healthy infant are few but he needs to be fed regularly, to have a quiet, clean, comfortably warm environment free from tension and unusual noises. He should have abundant sleep in a bed of his own and, if possible,

in a room of his own. The mattress and springs of his bed should be firm but resilient so as to promote good posture. Coverings should be light in weight, fastened loosely to insure freedom of movement but securely enough so as not to be kicked off.

Fresh air in slight motion and of the proper degree of temperature and humidity are essential for his comfort and well-being. Overheating and direct draughts should be avoided. In winter his outdoor airing should be given on the roof or in an open space where there is the greatest amount of available sunlight. A balcony or window tent in a sun-exposed open window may be more convenient for this airing. The tent protects from draught while the child is exposed to the direct sunlight. Such an arrangement, if made danger-proof, saves the mother many steps and the baby is less likely to be over-stimulated from contact with people on the street. Besides, city streets with high buildings are draughty canyons where smoke, dust, and moisture filter out the beneficial rays of the sun. In summer, care should be taken that the child is not exposed to strong sunlight or to glare. It should always be remembered that sudden changes in temperature are not easily tolerated by the little child for the reason that his heat-regulating mechanism is not well developed. Any extremes of heat or cold should be carefully avoided.

Clothing at all times should be comfortable and suitable to the child's needs. Simple, attractive garments that do not hamper activity are best. Wet shoes should be removed as soon as the child comes indoors or before he becomes chilled. Children are prone to play with sweaters on, get overheated, and then when finished with play to sit down and remove sweater "to cool off." Chilling may result.

A cleansing daily bath is an essential part of the child's health regime, so too, is the washing of hands before meals and after going to the toilet. Teeth should be brushed after meals. It will be necessary to remind the child of the order of these activities. If supervision is pleasant and expectant, compliance with requests usually occurs.

HABITS

There should be a regular time for eating, for sleeping and for going to the toilet. If, from the first day of his life, the child's physical needs have been met with regularity he has learned that certain things are done routinely and in sequence. Through suggestion, example, and by imitation, habits commonly grouped as "health habits" are acquired without ceremony in the first few years of life. By the time he is ready for school all habits that have to do with his physical hygiene should have been formed. He should also have knowledge of certain facts in regard to health protection and disease control. He should know, for instance, that it is good practice to keep fingers, pencils, and such things out of the mouth, to have his own individual handkerchief, and to use it to cover a cough or sneeze, to turn his head aside when coughing or sneezing, and to avoid persons with colds. Each child should have his own towel, wash cloth, tooth brush, and such toilet articles as he needs. The "family" towel and family handkerchief can still be seen doing double service—saving the family laundry but increasing the doctor's bills.

It is entirely possible to develop a health consciousness in children without developing a morbid interest in health or disease. Just as facts relating to bodily structure and function can be given to a little child in a way that will make a given procedure have meaning for him, so can facts about health protection be given. Such matters if treated in a casual, common-sense way, without apprehension or emphasis on the abnormal, serve to build up in the child an interest in keeping well.

HEALTH EXAMINATION

Every child should be under the direct supervision of a reliable physician or a health centre. A check-up on his health should be made regularly by the physician so as to be sure that growth and development are proceeding in a normal manner. Any deviation from sound health may thus be detected and arrested. Even though the child may seem well to the parent, the

physician who is not only an expert, but who sees many children and who can be more objective should be the one to decide whether or not the child is making suitable progress. Examinations by both physician and dentist should be made at least every six months. The physician who turns away a parent with instructions not to bring the child again unless he shows signs of illness is not the one to be trusted with the health supervision of little children.

Visits to the doctor's office need not be an unpleasant experience even if treatment is necessary. If fear of the doctor has not built up in the home by threats of what will happen to the child if he does not obey, and if the doctor treats the child in a frank, friendly way, explaining what he is about to do, the child's interest and cooperation will be readily secured. The strangeness of the environment, the unusual, and often disagreeable smells, the hurry and bustle associated with some doctors' offices are frightening to the little child. The precious minutes that are taken up in securing the child's confidence at the beginning are more than compensated for in the cooperation that follows. Children do not like to be trifled with any more than grown-ups. If they are going to be hurt the person responsible should say so, at the same time enlisting the child's assistance in the procedure. This also applies in the home and with adults other than the doctor.

The fundamentals of child health in large cities seem to differ from that in smaller communities. The stress, strain, and hurry of city life are exhausting to the young child. Pediatricians report that the majority of children brought to their offices are suffering from nervous fatigue. To prevent this condition the city child's rest regime must be adhered to very conscientiously. Rest more than exercise should be stressed. Good health can be attained even in a crowded city but this requires definite and intelligent planning on the part of the parents.

BUILDING UP RESISTANCE

The common cold is the bugbear of the winter months, and since practically every

communicable disease heralds its coming with symptoms similar to the cold, every precaution should be taken not only to protect the child from exposure to persons with colds but to build up his resistance to infections by a healthful daily regime. This includes an adequate, protective diet.

While we no longer believe that it is necessary for a child to have the so-called "children's diseases" we do know that in the first few years of his life he is exceedingly susceptible to communicable disease. "Persons" and not "things" are the important agents in the spread of disease, therefore persons with colds or any other sign of infection should be strictly kept away from the young child. Adequate protective measures against certain communicable diseases are available. Such immunity should be provided as early as the physician believes it advisable.

Home medication is always a dangerous practice. It is particularly so in the case of children. Avoid giving medicine in so far as possible and only under a physician's directions. Babies and young children do not tolerate drugs very well and harmful effects are likely to result. Thorough elimination should be regulated by food, water, and exercise rather than by the use of laxatives. Soothing syrups usually contain some form of opium and are harmful.

The home medicine cabinet should have in it a first aid outfit in good condition, and such simple medicines as the physician has recommended for use in emergency. All drugs should be plainly labeled and placed well above the reach of the child.

In general these are the precautions which we should have in mind in planning for the hygiene of the child in the home. Even with the best possible care that his parents can give him the child may get sick. What should be done in such a case? "Put the child to bed, keep calm and telephone to the doctor" we usually advise. To how frequently this advice is overlooked, hospital authorities can testify. How often mothers report after an appendix has ruptured, "He complained of a pain yesterday but I thought it was only some-

thing he had eaten." The doctor should be the person to decide when a child's "pain" is not a pain!

Again, the family physician is "out of town" when he is needed. What is a parent to do? Parents should insure against confusion in a possible emergency by talking over with their physician beforehand the procedure to be carried through in the event he is not available. Information regarding doctors and hospitals, etc., should be written clearly, put in a safe place, and then forgotten until needed.

The best home health program in the world will fail if outside, just beyond the control of the home, is a community that has not become conscious of its responsibilities for the health of its individual members. Dr. Dublin in "Health and Wealth" says of conditions of life in our cities "The congestion is so great and the proximity of individuals so continuous, that the problem of keeping children well is not so much one for the individual parent as it is a com-

munity problem for common solution." If needless waste of child life is to be stopped, if prevention is to be practiced, it must be effected not by the home alone but by the agreement of parents in the community and through the community's official representatives.

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Thoroughness—A Fundamental

It is only the great man who appears to know how to do the smallest thing with thoroughness. He surmounts difficulty with care, and regards an obstacle not as something to avoid or shirk, but simply as a difficulty to overcome. In the face of his thoroughness the insurmountable often melts like snow under a spring sun. The man who has accepted thoroughness as his gospel in life is a hard man to beat. Thoroughness first, then speed.

EDWARD BOK

A Study of Kindergarten Trait Ratings

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IN THE fall of 1927 kindergarten teachers from the eight kindergartens of the Santa Monica city schools met to study the problem of a rating card. Prior to this time no rating card had been used and a definite need for this type of rating was expressed. By rating card is meant what is usually designated the report card. Sample cards of the brief and detailed types from a number of cities throughout the United States were collected for reference. The type of card was the first consideration. Should it be for the teacher alone, or a quarterly report for the parent and teacher? The latter type was decided upon, and the plan of procedure was to judge habit and activity traits from the standpoint of objectivity and "carry over" qualities. That is, we would, in so far as possible, include only those traits which could be rated with the least difference of interpretation and which would be carried over into the developmental life of the child. The study was undertaken first by the group as a whole, and then by a special committee of five teachers appointed from this group, together with representatives of the department of research.

The rating card finally adopted for experimental use included thirty-five traits grouped under the following main headings: *health habits, citizenship habits, activities.*

Under the main headings of *activities* there are three sub-headings as follows: language and literature, music, art and handwork. The following example will explain what is meant by three and two degree ratings of improvement: Trait No. 14—Does the child see things to be done? He may possess this trait "Almost Never"—"Part of the Time" or "Practically Always," and is therefore rated under one of these degrees for each quarter.

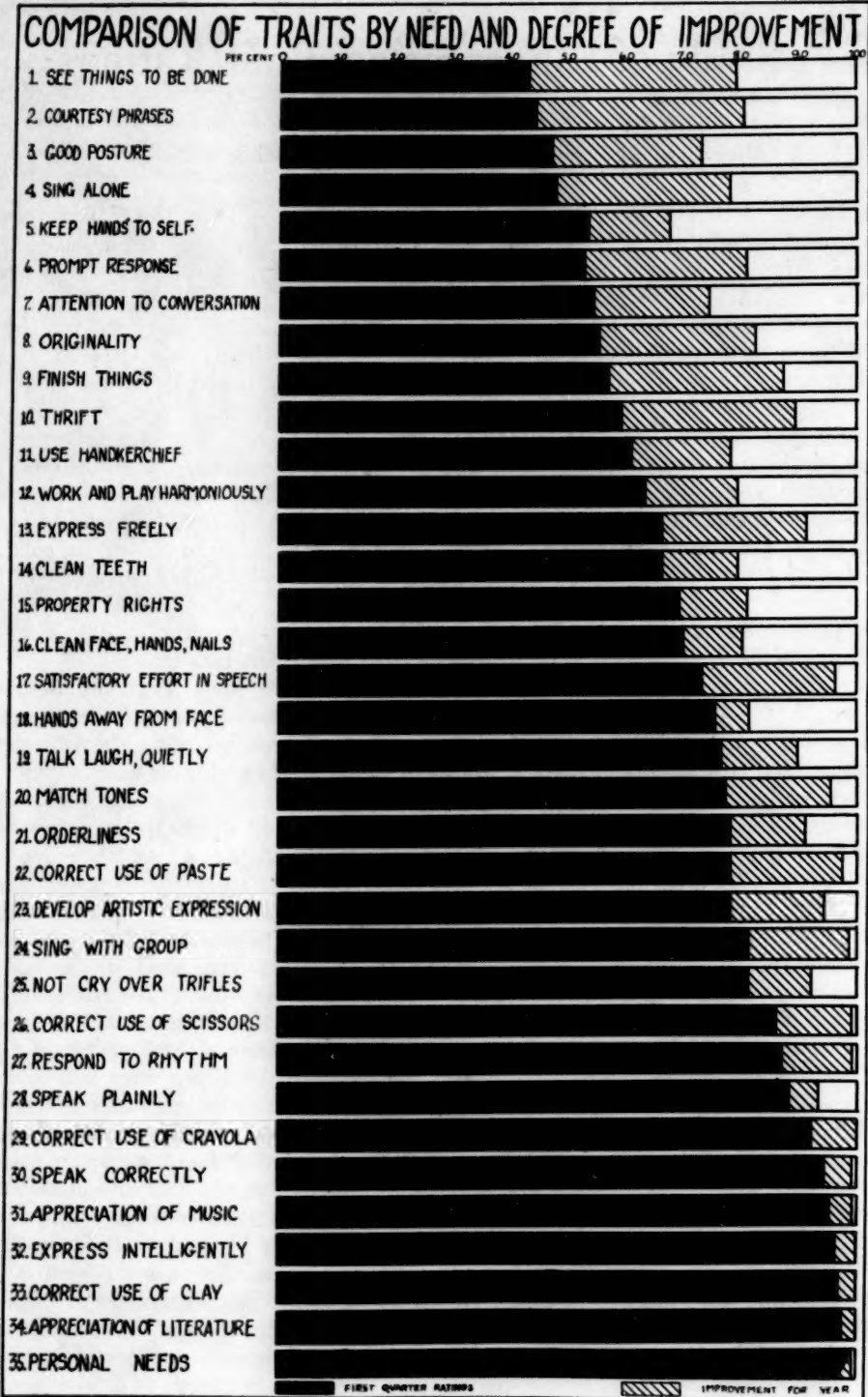
Trait No. 25—Does the child respond to rhythm? He either does not or he does possess this ability, therefore, is rated accordingly—*No* or *Yes* for each quarter.

The card adopted was used for the first time in the school year 1927-28 and has been used continuously in the same form for a period of three and one-half years. Recently the original committee of five worked on revisions and considered criticisms submitted by each kindergarten teacher and as a result several important changes were made in the rating card. The card thus developed is continuing in favor with teachers and parents, general satisfaction being apparent in the system of rating and traits rated.

This report deals with the manner in which the teachers in eight kindergartens made these ratings with special reference to the reliability of their markings.

The first step in the study was to call in to the office all duplicate report cards for the period during which they had been used. From these cards, representing approximately four hundred pupils, only the cards having been marked for four consecutive quarters were used in this analysis. This left a total of 235 cards distributed over the eight kindergartens for a two-year period—108 for the first year and 127 for the second year. From these 235 cards, the ratings were tabulated. Ratings were then combined so as to obtain a single tabulation for each teacher for each year, including all pupils whom she had completely rated. These figures were combined and reduced to percentages for each trait for each year.

Tabulations show a considerable difference between the percentage of pupils rating "practically always" at the first quarter and at the fourth quarter; for example, for the first quarter 71.3 per cent "almost always," "work and play harmoni-



STUDY OF KINDERGARTEN TRAIT RATINGS

135

ARRANGEMENT OF TRAITS
BY
PERCENTAGE OF IMPROVEMENT

<i>Trait</i>	<i>First Quarter</i>	<i>Fourth Quarter</i>	<i>Improvement</i>
1 See things to be done.....	43.3	79.4	36.1
2 Courtesy phrases.....	44.7	80.3	35.6
3 Thrift.....	59.0	89.5	30.5
4 Finish things.....	57.7	87.8	30.1
5 Sing alone.....	48.4	78.3	29.9
6 Prompt response.....	53.5	81.9	28.4
7 Originality.....	55.4	82.9	27.5
8 Good posture.....	47.5	73.2	25.7
9 Express freely.....	66.4	91.3	24.9
10 Satisfactory effort in speech.....	73.4	96.4	23.0
11 Attention to conversation.....	54.4	74.0	19.6
12 Correct use of paste.....	78.7	97.6	18.9
13 Match tones.....	77.0	95.3	18.3
14 Use handkerchief.....	61.7	78.7	17.0
15 Sing with group.....	81.5	98.4	16.9
16 Work and play harmoniously.....	63.8	79.5	15.7
17 Develop artistic expression.....	78.8	94.3	15.5
18 Keep hands to self.....	53.2	67.7	14.5
19 Talk, laugh quietly.....	76.4	89.8	13.4
20 Orderliness.....	78.3	91.7	13.4
21 Clean teeth.....	66.9	79.8	12.9
22 Property rights.....	69.2	81.9	12.7
23 Correct use of scissors.....	86.6	99.2	12.6
24 Respond to rhythm.....	87.2	99.2	12.0
25 Not cry over trifles.....	81.9	92.9	11.0
26 Clean face, hands, nails.....	70.9	80.3	9.4
27 Correct use of crayola.....	92.9	100.0	7.1
28 Hands away from face.....	75.2	81.9	6.7
29 Speak plainly.....	88.0	93.7	5.7
30 Speak correctly.....	94.6	99.2	4.6
31 Appreciation of music.....	95.2	99.2	4.0
32 Express intelligently.....	96.3	100.0	3.7
33 Correct use of clay.....	96.9	100.0	3.1
34 Appreciation of literature.....	97.3	100.0	2.7
35 Personal needs.....	99.2	97.6	-1.6

Total No. cases 127

ously" as compared with 92.6 per cent for the fourth quarter. This is an improvement of 21.3 per cent. Again, only 50 per cent "respond quickly to directions" for the first quarter, as compared with 84.3 per cent at the fourth quarter, an improvement of 34.3 per cent. It developed that the ratings for the first quarter were all relatively high, ranging from 97.9 per cent to 36.1 per cent.

In this connection it should be noted that no rating is made of pupils upon en-

trance into kindergarten, so when the first quarter rating is made, the children have been in kindergarten approximately ten weeks. However, the percentages were found to have increased rather consistently through the four quarters. For example, under *citizenship habits*: "Does the child recognize the property rights of others?" 75.9 per cent were rated "practically always" for the first quarter, as compared with 92.6 per cent for the fourth quarter.

	1st. Qr.		2nd Qr.		3rd Qr.		4th Qr.	
	No	Yes	No	Yes	No	Yes	No	Yes
ACTIVITIES								
<i>Language and Literature: Does the child</i>								
Speak plainly?.....								
Speak correctly?.....								
Express himself freely?.....								
Express himself intelligently?.....								
Make satisfactory effort in speech?.....								
Show some evidence of growing pleasure in good literature?.....								
<i>Music: Does the child</i>								
Respond to rhythm?.....								
Match tones?.....								
Sing with group?.....								
Sing alone?.....								
Show some evidence of growing appreciation of good music?.....								
<i>Art and Handwork: Does the child</i>								
Use correctly: scissors?.....								
paste?.....								
crayola?.....								
clay?.....								
Show originality?.....								
Show growing power in artistic expression?.....								
Number School Days.....								
Number Days Absent.....								
Number Times Tardy.....								
Total Days Attendance.....								

PROMOTION RECORD

Promoted to the.....Grade

....., 19.....

.....Teacher

.....Principal

Again, "Does the child express himself freely?" 60.7 per cent do the first quarter and 87.8 per cent the fourth quarter.

The fact that practically all of the thirty-five traits show improvement may seem at first to be incredible. The possibility of error in these improvement ratings is acknowledged. However, your attention is called to the fact that the teachers did not make any percentage calculations, nor did

they know that such a study was to be made. As far as we know, the teachers had no reason to exaggerate the fourth quarter ratings.

The improvement for each year was computed in the form of what we call the "improvement index," which is the difference between first and fourth quarter ratings. These indices for 1929-30, range from 36.1 per cent to -1.6 per cent with a median

SANTA MONICA CITY SCHOOLS SANTA MONICA, CALIFORNIA	1st Qr.			2nd Qr.			3rd Qr.			4th Qr.		
	Almost never	Part of the time	Practically always	Almost never	Part of the time	Practically always	Almost never	Part of the time	Practically always	Almost never	Part of the time	Practically always
HEALTH HABITS: Does the child												
Keep good posture?.....												
Have clean face, hands and nails?.....												
Have clean teeth?.....												
Use handkerchief, cover cough, etc.?.....												
Keep hands away from face?.....												
CITIZENSHIP HABITS												
<i>Co-operation: Does the child</i>												
Work and play with others harmoniously?..												
Recognize the rights and property of others?.....												
<i>Courtesy and Consideration: Does the child</i>												
Pay attention when others are talking, and refrain from interrupting?.....												
Remember "Please," "Thank you," "Excuse me," "Good morning"?.....												
Talk and laugh quietly?.....												
<i>Self Reliance—Self Control: Does the child</i>												
Attend to personal needs without help?....												
Refrain from crying over trifles?.....												
Keep his hands to himself?.....												
See things to be done?.....												
Complete what he begins?.....												
<i>Promptness and Orderliness: Does the child</i>												
Respond quickly to directions?.....												
Keep own table, chair and cupboard in order?.....												
<i>Thrift: Does the child</i>												
Use materials wisely, without waste?.....												

of 15.5 per cent. Reliability of teachers' ratings was determined first by correlating the improvement index of each trait in June, 1929, with the index for the same trait in June, 1930. This correlation would presumably reveal the consistency with which the teachers interpret these traits in two successive years with two separate groups of pupils. The reliability of teachers' ratings was further shown in the correlation

between the first quarter ratings for two successive years by all teachers. This correlation is $+0.92$ with a probable error of $+0.015$. For individual teachers this correlation was found also to be high: for teacher No. 5, it is $+0.77$, and for teacher No. 8, it is $+0.87$. These two teachers were selected for this purpose because they were the only ones who had rated exactly the same number of pupils for both years.

A comparison of the traits by degree of improvement and apparent need of improvement may be seen in the accompanying chart. By "degree of improvement" is meant the change from first to the fourth quarter; by "need of improvement" is meant the relative standing of each trait among the first quarter ratings. In the chart the traits are shown in order of need of improvement with the black portion of the bar showing the per cent rated "always" the first quarter, and the remainder of the bar showing the per cent of possible gain. The hatched portion of the bar shows the per cent of improvement actually made in each trait for the year.

For example, it is shown on the chart that Trait No. 1, "see things to be done," ranks first in degree of improvement as shown by the hatched portion of the bar, including 36.1 per cent. This trait also happens to rank first in apparent need of improvement for it was the lowest ranking trait for the first quarter.

Again, it is shown on the chart that Trait No. 2, "courtesy phrases," ranks second in degree of improvement as shown by the hatched portion of the bar, including 35.6 per cent. This trait also happens to rank second in apparent need of improvement, for it was next to the lowest ranking trait for the first quarter.

Again, it may be noted that Trait No. 10, "thrift," ranks third in the degree of improvement as shown by the hatched portion of the bar, including 30.5 per cent. This trait ranks ten in apparent need of improvement.

Again we will note that Trait No. 9, "finish things," ranks fourth in the degree of improvement as shown by the hatched

portion of the bar including 30.1 per cent. This trait ranks ninth in apparent need of improvement.

On the other end of the ranking scale, it is shown on the chart that Trait No. 18, "hands away from face," ranks 28 in degree of improvement with the hatched bar including only 6.7 per cent. This trait ranks 18 in apparent need of improvement, which gives evidence that the need for gain was greater than the degree of gain at the end of the year. By noting other examples one may see further evidence of apparent need of improvement and the degree of improvement.

The following points may be stated by way of summary:

1. The use of a rating card for kindergarten pupils was found feasible and desirable.
2. Thirty-five traits were found suitable for such rating.
3. The ratings are apparently reliable as judged by the consistency with which they are interpreted by different teachers and by the same teacher in different years.
4. The traits differ considerably in the extent to which they are observed at first, and the extent to which pupils need improvement and in the actual improvement noted by teachers.
5. It is concluded from this study that in the absence of a more objective method of measuring character and activity traits, ratings of the type shown here may be made by teachers with a reasonable degree of reliability and that the use of such ratings is desirable for kindergarten children.
6. It appears from these trait ratings that a year in kindergarten usually results in an appreciable and measurable improvement in desirable traits.



He who takes the child by the hand takes the mother by the heart.

—Danish Maxim

Science in a Third and Fourth Grade

GRACIA GOODSSELL

Supervisory Assistant, Cleveland, Ohio

THE science work begun in the third and fourth grade borderline class had two aims. One was to demonstrate that there was something worth while in teaching besides the three R's. The other was to bring to the children themselves a vital interest of which they had never dreamed, an interest which at first they were not even capable of experiencing.

It was a peculiar situation, the case of a teacher very earnestly engrossed in her work but with the idea that the work should all be done by herself, even the thinking. The children were capable of nothing by themselves, she said. She had taught a great many years and she knew borderline thoroughly.

An incident may serve to illustrate this point. One warm day in October when the classroom windows were all open a sudden storm came up. The rain beat in with considerable violence but not a child made a motion to close the windows, though some of the boys are taller than I. They all sat and looked at the teacher who went to each of the five windows and closed it as hastily as she could.

"There, you see, Miss G.," she said in a low voice when she had finished, "they are incapable of shutting the windows during a storm. They waited for me to do it."

It was her way of saying, "How can they possibly take up any work in science when they do not even know enough to shut a window?" For I had been suggesting science to her. It was discouraging but I went on with my plans.

That afternoon I borrowed a toad from the science teacher and walked into the borderline class with it. It created only a mild interest. Very few knew what it was. Some called it a frog. Others said nothing at all but looked at their teacher to get her viewpoint. She at once told them what it

was and began giving them a talk on the toad. I interrupted, somewhat impolitely, by asking a big colored boy who sat in a front seat if he would like to hold the toad. He would. But he was very unwilling to leave his seat and reached out to take it. I stood too far away, however, so he reluctantly left his seat, and came up to me. I put the toad in his hand but did not let him go back to his seat, keeping him up in front as casually as I could.

This aroused a little interest and I asked three or four others to join us. At last we had a group of about a dozen children, colored, Italian, Greek, Roumanian, Mexican, a mixed assortment. The others who had remained in their seats went on with their arithmetic. That had to be done. Why bother with a toad?

But a few of the children had really become interested. When, a few minutes later, it was time to return the toad to the science room there were exclamations of regret. Couldn't he stay a little longer? Couldn't we borrow him again?

The time had come for an important question. "Would you like to have a toad of your own?" "Yes!" There could be no doubt about it. At least half a dozen children showed considerable enthusiasm and as many more were quite anxious to learn more. It was the best that could be expected at the time.

A day or two later I stopped in again. Had anyone found a toad? No, but two of the boys had been hunting—in the morning, at noon and after school at night. Then followed a discussion on *when* to look for toads and where.

This added a few more children to the "Science Minded" group for some of them had gardens and it had been brought out that a garden was where a toad might be found.

A group of about twenty children hunted industriously for at least a week. They were not discouraged at the end of that time and would have been glad to continue hunting but the time was growing short. It was somewhat late in the season for toads to be hopping about and it was not best to allow too much time to elapse before beginning the study in the room.

Imagine the children's surprise when they were told that the little town of Chardon was also looking for a toad for them. A relative had been told of their need and he had informed various of the townspeople with the result that it seemed that half the village of Chardon was joining in the search.

I received various long distance calls. One man could give me a number of frogs. Another called to say that though he had not found a toad he had a goldfish pond in his back yard and would be glad to give us some fish.

All this served to keep the children's interest at a high level and also was of value in making a point of contact with the teacher which was of equal importance.

At last the caretaker of one of the churches telephoned to say that he had found a toad in the church-yard and would keep it for us till we came down for it. So the next afternoon the teacher and I with three of the children drove down to Chardon and returned proudly bearing the toad.

It was a nice, young-looking toad with an unusually pleasant expression.

Of course its house was ready. It had been made a definite point that it would have been most inhospitable to invite a toad to come to live with one and then have no home ready for it.

The building of the terrarium had been a very interesting process. Several boys who had not been so interested in the toad itself had come to life very suddenly when they discovered that they and not the teacher were expected to make the toad's house. Of course they could do it! The teacher was doubtful. She was afraid they might not be accurate. They wouldn't know how. They had never done anything of the kind before.

But the boys were enthusiastic. They wanted to try. So a small group was chosen. Two of the boys went shopping. They bought Tirro tape and an aluminum pan, which would not rust, for the base. The other two found some glass in the basement and had the custodian cut four pieces according to their measurements.

By the time the boys got back from their shopping the glass was ready and in less than half an hour the terrarium was finished. At least the house was ready but how about the furnishings? That took longer. Bits of moss, some soil as a foundation, a pan for water. One of the children brought a green enameled pan which made a beautiful color combination with the moss and tiny growing plants, the children thought.

The toad, which the children named Tip, liked his new home immediately. At first he was very shy and would burrow back into the moss when anyone came near, but it was not long before he became quite a pet.

And how the children loved to feed him (or *her* as we decided later.) Live flies at first, of course, and one of the boys, a very retiring lad, became quite a hero because it was discovered he could catch flies alive with a quick movement of one hand.

By this time the attitude of the room was entirely changed. No more were the children glued to their seats. There was always a deeply interested group to be found around the terrarium between bells and often in school time. And, the nicest part, the teacher was as deeply interested as the children.

Naturally their store of information was growing rapidly. One of the children had suggested that they try to find out one new thing about "Tip" each day and for some time they were able to do this—sometimes two or three things. At first there had been an idea the children should get their information entirely from books but the living toad before them had been so much more engrossing than printed facts that they had promptly put the proffered books aside, simply using them to look up a disputed point or to read some interesting anecdote from them.

In the beginning all their information was about the exterior of the toad, his eyes, his skin, his feet, his habits, hopping, burrowing in the earth, etc. When they first saw the toad's tongue as he took his food they were so excited they all talked at once. Several children came in great haste to bring me up to see the great event repeat itself. His power of retracting his eyes also filled them with great excitement.

They next began to realize that in many ways a toad was not dissimilar in structure to themselves. He had eyes, ears, a nose. He ate food, he must have a stomach. About his lungs they were not so sure. They compared him with a fish but found he had no gills. Still some were sure he was able to breathe under water. They had seen air bubbles underneath the water "like a turtle." A little questioning brought out the fact that the bubbles were always going up, never down. At last they decided that the bubbles must be air that the toad had retained in his lungs and that when he had used up his supply he must put his head above the surface for more air.

The boy who had compared the toad to a turtle was then questioned. How did he happen to be acquainted with a turtle? He had one. It was a great pet but he had never mentioned it before because he "didn't know anyone would want to hear about it." But everyone did. Many questions were asked.

He was keeping his turtle in "the shed" in his back yard because his mother objected to having it in the house. When asked if he would like to bring it to school to visit he said, "Gee, I wish it could live here!" So a turtle was added to the terrarium.

During this time a surprising amount of interesting material had been brought in—a surprising amount. Some budded twigs in December, an old bird's nest, some toadstools which two girls had walked more than a mile to gather, the news having been sent to them by a friend that real toadstools were growing at the roots of a tree at 35th and Quincy. Many children had never seen toadstools. Some anaemic goldfish were

brought which, with care, became sturdy and golden.

Then one Monday morning Sam, the most difficult of all to reach, came in carefully holding a broken bowl partly full of water and containing three tiny fish which looked very much like minnows.

He was puffing with pride. He had gone down to the East 9th Street pier on Saturday morning armed with an old popcorn popper, made of wire, with a long handle, and had remained there all day scooping up water tirelessly until rewarded by his catch of three. He had great hopes for them, hoping to rear an extensive family. But, alas, they did not live. It is possible they may have been injured by the rough surface of the improvised net. In any case it was a great disappointment but a worth while venture for now we had Sam definitely within the fold.

The Animal Fair had been of great value to this class. Four boys had been chosen as speakers. Through a misunderstanding two of the boys had expected to talk on the turtle. Then the day before the fair it was changed to the raccoon.

This made an excellent opportunity for the boys to get their own material and get it in a hurry. At their own suggestion they went at once to the Natural History Museum where they spent the entire forenoon. There they found a raccoon which was kept on the roof of the building and which they studied with very good results.

In the afternoon they looked up some points of which they were not quite sure, in their nature book. The next day, however, they were not able to give their information because of crowded conditions so on Monday it was suggested they visit the fifth and sixth grades and give some talks to the children there.

At first the four boys were very reluctant. Such a thing had never been done. Did they really have any information to impart to the fifth and sixth grades? They were still painfully aware that they were *borderlines*.

Finally they were willing to try it and it was really very gratifying to see how they

rose to the occasion, forgot themselves and were able to answer the most unexpected questions creditably. This single experience proved to be of great value in establishing a feeling of self-confidence, almost self-respect, not only in the boys themselves but in the entire class.

Then came the idea of the auditorium program. This meant of course a great deal of work for the teacher, for she had been in the habit of writing each "speech" which her children gave and having them learn them by heart. They would then stand on the platform, their eyes fixed on her and haltingly expel the words which she had put in their mouths. She was very much surprised and greatly concerned when she learned that the children were not to learn "speeches" but were merely to give little talks on some phase of the toad study which had specially interested them. It did not seem possible to her that any children, especially borderlines, could talk from their own experiences. She had had this particular class a year and a half, she said, and not one had ever been known to say a word unless he was told to say it. They did not even know how to stand unless they were told, where to look and how to place their hands. They were very much enthused about the Science work—but an Auditorium program without "learned speeches?" Impossible!

So, the teacher's anxiety being very great, she sat up one night and wrote elaborate speeches for six or seven of her brightest children. These they did their best to learn the following day. The next morning, when I went in, everyone was miserable—the children who had hoped to take part but whom the teacher had not deemed eligible, and the ones who had their parts to learn and had not succeeded.

Drastic action had to be taken. A program was planned at once and any child might talk who had something to say. Everyone wanted to talk and responded readily to such questions as: "What would you say if you were talking about the toad's tongue, his eyes, his habit of hibernating, etc.?"

The teacher's face was a study as she heard well-told, interesting stories related one after another, by children whom she had thought had not an idea of their own. The wording was their own, the ideas—she could see all thought of "speeches" was forgotten. But she was not yet entirely convinced. Wait till they got in the Auditorium "before people." They would be absolutely "tongue-tied."

The planning of the program, however, continued. It follows as it was finally worked out with the children:

1. Introduction—Earlena T.
2. Getting the Toad—John
3. Making the Terrarium—Thomas and Dallas
4. The Outside of the Toad—General Appearance—Leonard
5. What We Know of the Inside—Leonard
6. The Tongue—Margaret
7. The Feet—Margaret S.
8. The Eyes—Charles L.
9. The Eggs—Consuela V.
10. The Glands—Earlena
11. Habits:
 - Hibernating—Angelo
 - Changing Color—James
12. Food: (Eating)
 - Insects—Caroline
 - Meat—Charles L.
13. "Drinking" water—Suzie
14. Shedding Skin—Joe C. and Salvatore S.
15. The Secretions—Andrew B. and Tony C.
16. General Care—Sam
17. Chart of Life Span of Toad—Thomas D. and Dallas S.
18. Decorative Pictures:
 - (Displayed by Artists)—Wilma, Caroline, John, Andrew, Tony
19. Questions—Charles L. and Florence
20. Song: Entire Class—"The Toad's Journey")
21. Final Talk: Nancy

Some of the questions were:

"Do you know how many eyelids a toad has?"

"How many have ever heard a person gets warts by handling a toad?" (Then a short talk as to the fallacy of this belief.)

"How does a toad breathe when he is first hatched?"

If their questions were not answered satisfactorily by the audience they planned to say: "If you would like to know the answer come to Room 204 and we will be glad to explain to you."

The program was planned in this form on Monday. As it seemed best for various reasons to hurry the program a bit we decided to have the final event on Friday afternoon. The children felt sure they would be ready. So did I. Then to be doubly sure it would be as natural and informal as possible there was only one rehearsal in the Auditorium and that was Friday morning. It went very well but even I was surprised at the afternoon performance. To begin with, the fourth, fifth, and sixth grades were invited as the audience instead of the primary grades as had always been the case before. This was very thrilling for the class. There was about each child's performance a kind of assurance, a lack of self-consciousness which even I had not expected—the tones of their voices, the way they walked across the stage, their manner of taking the whole audience into their confidence.

One thing that strongly impressed me was the fact that no child told his story exactly as he had told it before. That had been a point that had at first greatly astonished the children—that it was not necessary always to use the same words—they might say whatever they liked providing they were able to make their information clear. But as soon as they really comprehended this astonishing fact they made good use of it. They vied with each other in telling their stories each time as differently as possible with a result that the size of their vocabulary took a decided leap forward and when the Auditorium program took place they were able to use wording which differed from any they used before.

But the most satisfactory result of this program was with the teacher. She came to me at the close of the day, the last trace of her doubt and disbelief gone. "Wasn't it wonderful," she said. "I was perfectly as-

tonished. And it was so *easy*! Why nobody did any work at all."

She was right. For to the children who had really gotten the information it had been no work at all, but a thrilling kind of adventure.

Their collection is progressing rapidly: another toad has been added, a salamander, three snails, a clam, several gold fish. They plan to visit ponds in the spring and get pond life for the aquarium. The aquarium they have made themselves. It is very attractive in appearance but, alas, has been found to leak a little. So the fish, aquatic plants, etc., have been distributed about the room in smaller bowls for the present. The boys are working on the aquarium and I feel sure will locate the difficulty soon.

The trips to the museum have been of great help. Some of them had never been to the museum before, near as it is. On one trip, taken in connection with the stocking of their aquarium, they became so enthused that they all returned again at the close of school that day, the teacher accompanying them. There were so many more things they wanted to find out about, that they had not had time for in the morning.

They have developed during this time in many ways but most of all in the power to think! One example may serve to illustrate this. They were able to work out one day recently with almost no assistance, the five divisions of life, Fish, Amphibians, Reptiles, Birds, and Mammals and to give a few simple facts about each one, such as covering, bringing forth the young and equipment of gills or lungs. It is quite common to go in and hear such an argument as this: "A seal is not a fish." "Yes, it is." "No, it's a mammal. It's young are born alive." "How do you know?" "Well, it has a covering of hair. Miss G. has a sealskin coat. I'll take you down and show you." "That's so. It's got a covering of hair all right. I guess it's a mammal. It's young must be born alive."

Of course, their use of the library has become quite universal. They had done practically no reading before. Not one

VOCABULARY WORDS

hope	webbed	aquarium	internal
bask	golden	vertical	external
flip	grasshopper	vertebrate	difficult
gnat	glistens	gills	unlike
wink	gleams	gulps	tame
quickly	jewels	horizontal	patient
earth	slender	pairs	treatment
soil	pinkish	ribs	measurements
pebbles	stomach	flippers	distant
rocks	notice	plastron	angle
moss	tadpole	leathery	frequent
insect	mouthful	reptile	observed
digest	popped	breathes	observation
digestion	swallowed	segments	apart
scales	pinchers	seaweed	fruit
human	wriggled	wedge-shaped	food
lighting	alive	eyelids	vegetables
amphibian	earthworm	membrane	scraps
terrarium	moving	winking	greedy
unfold	gland	cold-blooded	shreds
changes	excrete	warm-blooded	excited
secretion	secrete	crawls	necessary
sticky	fluid	stripes	choice
poisonous	parotoid	sheds	receptacle
flattens	brownish	jaws	absorb
lungs	acid	habits	suet
nostrils	bitter	horny	metal
warts	eject	interesting	jungle
tongue	pungent	vocabulary	over-crowding
caterpillar	harmless	museum	ordinary
spine	seize	many animal names	hardy
backbone	ravenous	skeleton	delicate
feathers	appetite	formation	
heart	aquatic	painted	

child had a library card. Now almost everyone has—on his own initiative.

Perhaps one of the most notable changes, aside from their change in attitude which is paramount, has been the development of their vocabulary and their ability to use it, that is, to talk without self-consciousness.

The above is a list of some of the words they have added to their vocabulary, many very simple ones but none of them actually within their speaking scope before they began the science work.

The sex ideas of these children also have undergone a radical change. We have had a male and a female toad in our terrarium. These have been freely discussed, and observed. Before this study began the mere names "male" and "female" caused self-

conscious looks and grimaces. Now they speak of such simple problems as arise in the school room with perfect freedom and naturalness.

SOME SCIENCE BOOKS USED

Handbook of Nature Study—Comstock.
Fishes, Reptiles and Birds—Holder.
Nature Study—Holtz.
Interesting Neighbors—Jenkins.
Ring Around Poems—Harrington.
Pet Book—Comstock.
All About Pets—Bianco.

The science work in this class has been of inestimable value. Perhaps to an outsider this would not be so evident. A visitor would see merely a group of children, happy, very much alive, surrounded by

evidences of a very definite interest and a teacher, also very deeply interested, with a sympathetic understanding of her class and working with them in harmonious accord. But to one who has the background of earlier experiences it is indeed something in the manner of a miracle.

The class is now working toward a study of pets next semester. A surprising number of puppies, kittens and grown-up cats and dogs have been discovered—almost every child having some interest of the kind. Never again will they be the circumscribed, shut in little people of other days.

One more incident—"Do you know, Miss S." the teacher said recently to the prin-

cipal, "it seems strange but I am never tired any more. I used always to spend the Christmas vacation in bed but this year I had nothing to do but enjoy myself."

"The work goes along so smoothly now. The children are busy all the time. I never have any discipline cases any more, even Luther W.—since he has had charge of the Terrarium. I wonder I never thought of something like this before."

The work in science has also *greatly* improved the English, the art, and has added zest to the arithmetic and music.

And the teacher as well as the children has benefited. It has been so much worth while—but that doesn't half express it.



There was a child went forth everyday,
And the first object he looked upon and
 received with wonder, pity, love or dread,
 that object he became,
And that object became part of him for the day,
 or a certain part of the day, or for many years,
 or stretching cycles of years.

"The mother at home, quietly placing the dishes
 on the supper table,
The mother with mild words—clean her cap and gown,
 a wholesome odor falling off her person and clothes
 as she walks by;
The father, strong, self-sufficient, manly, mean,
 angered, unjust,
The blow, the quick loud word, the tight bargain,
 the crafty lure,
The family usages, the language, the company, the
 furniture—the yearning and swelling heart.
Affection that will not be gainsayed—the sense of
 what is real—the thought if, after all, it should
 prove unreal . . .

These became part of that child who went forth everyday,
 and who now goes, and will always go forth everyday.

From *Leaves of Grass*, WALT WHITMAN

A Practical Aid to School Excursions

ESTELLE OWEN

First Grade Teacher, Spokane, Washington

COMMANDER BYRD said, "Man will not be satisfied until he knows every spot on his globe." The Spokane branch of the Association for Childhood Education, adapting this statement to suit its needs said, "We shall not be satisfied until we know every spot in our city."

The love of exploration is an inheritance which offers a vast opportunity for socializing our children. In a day when self is so prone to take precedence, what better way is there to teach the dependence of one upon another for mere existence? With this in mind our association planned to survey our city for the sake of finding places to which we might take children on organized excursions. This survey was intended to serve several purposes: 1. It was to increase the children's opportunity to know and appreciate their own community; 2. It was to give teachers more detailed information than they could be expected to assemble individually; 3. It was to be a means of linking school and community through a common interest, children.

A committee was appointed from each of the four geographical sections into which our association is divided. Each committee so organized its members as to have some group visit each business concern, industrial plant, library, museum, and park in its section of the city. In connection with each place visited the committee groups were to obtain specific information for which mimeographed forms were furnished. The report on each of these points of interest included an evaluation of the trip, a statement of the preparation needed by pupils, exact location of the place to be visited, telephone number, name of the person with whom arrangements should be made, directions for reaching the place by street car or bus, grades for which the trip is profitable, the best hour and the best days or seasons for

the visit, and the number of pupils to be taken at one time or in charge of each adult leader. This information was revised by a central committee who tabulated all material for final use and prepared suggestions as to activities which might develop from each excursion.

The work expanded to include suggestions as to nature trips which might be taken with teachers or with parents. In this connection, parks and other points of interest within and without the city were listed with specific notations regarding trees, plants, or formations of particular interest. In the preparation of these nature sections, the aid of two high school science teachers was enlisted.

As the work progressed it was recognized as meriting printed form and comes forth under the title "Places To Go—Things To See." A seventh grade art class was given the project of designing the cover. A boy who submitted the most promising first sketch was requested to perfect it. A few original poems composed as an outgrowth of school excursions followed the title page. The superintendent of schools wrote a foreword which merits quotation in its entirety.

"There is an old saying that things seen are mightier than things heard; and Milton said: 'To know that which before one lies in daily life is the prime wisdom.'

"It is upon these two facts that the school excursion is based. It seeks to utilize the eye-gate to supplement the more abstract impressions made by words by way of the ear-gate. And it attempts to make pupils alert and intelligent in noting and understanding their immediate surroundings.

"Excursions, however, will not be successful unless carefully prepared for in advance. It is to aid teachers in making such preparation that this pamphlet has been prepared by the Primary Council Excursion

Committee under the direction of the elementary supervisor. It constitutes a fine example of the constructive service which teachers may render to each other and to children when they organize for a definite purpose.

"Our thanks are due them for this constructive piece of professional self-help. It is to be hoped that it will prove to be an inspiration to make excursions more freely and to make them render the full educational values inherent in them."

The names of the committee supporting their chairman are listed. In the table of contents, places of business are classified as in the telephone directory.

To illustrate the help which the pamphlet offers we cite information given in connection with one of the industries and a few of the nature trips.

PAPER BUSINESS

A. Preparation needed by pupils:

1. Inventory the amount of knowledge the pupils have as to how a newspaper is compiled.
2. List definite questions growing out of discussions.
3. Develop a sense of responsibility for one's own safety and for that of others.

B. Benefits to be had from trip:

1. Pupils see how a paper is actually printed and distributed, the superiority of modern machinery over hand labor and the composition of material.
2. Pupils may note the unity of purpose in the compiling of a paper.

C. Activities suggested by trip:

1. The compiling of a simple school paper may be worth while. (Note: A literary paper is often more appropriate for a grade school than is a paper put out in imitation of a daily newspaper.)
2. Pupils should discuss the need of accuracy in reporting news.
 - a. Chronicle, Sprague and Monroe, Main 1121.
Make arrangements with Mr. Rising or Mr. Castle.
Car line: All westbound cars.
Grades: Three to eight, preferably upper grades.

Time: 2:30 to 4:00 on Tuesday, Wednesday or Thursday.

Number of pupils: Fifteen to twenty.

LIBERTY PARK

Altamont car.

In this park are lava flows, and part of the former bed of the Spokane River. The pond in the center of the park is a pothole cut out by a retreating waterfall. Both wild and cultivated flowers and shrubs are abundant. Among trees of particular interest are the tulip tree, pea tree, Siberian maple, locust and thorn. Birds are abundant. Kinglets frequent the southwest corner.

A VOLCANIC CRATER

Three small volcanic craterlets are located on the bluff to the south of Rim Rock Drive back of Fort Wright. Follow the old fence that comes out to the left of Rim Rock Drive, a half-mile beyond the entrance to Elliot Drive.

BASALTIC COLUMNS

These columns are on the Sunset Highway a few miles west of Spokane. They are due to the slow cooling of lava at the bottom of a lava flow. This lava gets to be of the same texture throughout. When it cools contraction forces it to split at angles of 120 degrees, leaving six-sided figures.

MOUNT SPOKANE

Here grow white pine, tamarack, yew, and at the top, alpine fir. This mountain belongs to Selkirk Range and is composed of old granitic rock which is probably the oldest on the American continent.

We doubt if Commander Byrd went forth with any greater eagerness and enthusiasm to explore strange lands than motivates these young explorers who go out to see things as strange to their eyes, though near home. Opportunities present themselves for social experiences which are different from those which enter into the day's affairs in a school room. To some small person, the ride across the city in the street car holds some of the thrills that an ice encrusted

ship held for the explorers of the Antarctic region. No artist ever worked more seriously on his canvas than the junior explorer works to set down his impression of the baker at his work, the animals in the park, or the potter at his wheel, nor has any poet been filled with greater urge to pass on his feeling in word pictures.

Picture Train

We saw some trees,
We saw some grass
And forest fires
As we flew past.

Some mountains high
Against the sky

Stood like tall giants
As we flew by.
The lakes like glass
As we flew past
Showed pictures
Of the summer sky.

(Imaginary experience of the First Grade, Wilson School. Written after the class had gone to the station to see a train.)

Through valuable contacts on our trip of exploration and upon our return, through observations and creative expression we are trying to socialize the child. Inestimable values lie in contact between school and community, between the child and his school, and among the children themselves.

Holy-Day

Snow upon the flagstone path,
And frost upon the pane;
Candles on the window-sill
And Christmas here again!

Holly on the mantel-edge
And laurel on the door;
Fire within the gracious hearth
And Christmas here once more!

Someone very small and sweet
Wakes . . . smiles . . . and sleeps . . .
Mary, bless each mother who
Her first Christmas keeps!

ELSPETH MACDUFFIE O'HALLORAN

Adventures in Teaching French to Nursery School Children

JOY HUNT BENNETT

Teacher of French, Western Reserve University, Cleveland, Ohio

NOW our Peter was nineteen months old in September and could only use the sign language to express his wants. "Bonjour Pierre," and Pierre looked up, his head on one side and listened with a questioning expression. Systematically "Bonjour Pierre" he was greeted at the beginning of each day. Peter responded only with an attentive puzzled expression, but two months later, greeted his brother at dinner, at home, away from school, with "Bonjour Patty Kelsey." This, too, was the first clear pronunciation of a word in any language, for Peter had only murmured and had never used even an English word that was understood.

About December the first Peter astonished his family by joyfully singing in tune the entire verse of "Frère Jacques." At two years old Peter still uses the point method in expressing himself. The other day, the teacher pointed to his hat and said, "le chapeau." Peter as usual only stared, but as the teacher turned away, she heard clearly, but plainly, "le chapeau, le chapeau," turning to him, she saw him hanging his head and repeating earnestly the new words. Then the teacher pointed to his little coat, said, "le manteau," and so on with "les cheveux," pulling his hair; "le cheval," when he mounted the rocking horse; "le sable," while he played in the sand; "le piano," as they gathered about the piano; "au revoir," waving his hand, after he had heard his teacher do the same thing. All of these words Peter now uses freely.

Susan was two and one-half years old in September and was a most brilliant example of repetition. She can repeat quickly, understands and responds with glee in French.

"What is your name?" said Susan. "Mademoiselle." "What a funny name, say

it again—it's a hard name." So "Mademoiselle," "Mademoiselle" until they all knew it. "Bonjour Susan," pointing to Susan. "Bonjour Mademoiselle" pointing to self, and so the daily greeting—Bonjour, with the name—as do habitually all polite French children.

Mademoiselle fondled Susan's boyish bob and said, "voici les cheveux de Susan" then pointing to her hair, "voici les cheveux de Mademoiselle." She repeated the two sentences immediately and then to all the nearby children, shouting "voici les cheveux de Jane!"—"Voici les cheveux de Gail." Mademoiselle then wrinkled up her nose and said, "voici le nez de Mademoiselle," Susan immediately wrinkled up her nose and said, "voici le nez de Suzie," and pointing to Peter's nose, "voici le nez de Pierre." She had heard Mademoiselle call Peter, "Pierre" so she also called him by the new sounding name. Protruding the lips, "voici la bouche," pointing to the chin, "le menton," and so on with "le cou," "les mains," "les pieds." These words she learned in four days. The fifth day, Mademoiselle asked the question—"montrez-moi les cheveux de Susie?" and it was surprising to hear her respond with the expected answer immediately, "voici les cheveux de Susie." The same method was followed with those words learned the previous day. Susie again responded correctly. So interested is Susie that she runs to the more shy children urging, "say le chapeau," etc. All the family visitors are now greeted with "Comment allezvous?" It is an unusual experience to have an assistant "almost three!"

Several one-and-a-half to three-year-olds stood in front of the rabbit cage—"voici le papa lapin," pointing to the big grey rabbit. "No," said three year old Arthur, "that's the bunny." "Oui, le papa lapin,"

insisted Mademoiselle. "No, the bunny." Again Mademoiselle repeated "oui, le papa lapin." With dear little Susan's help, Arthur was finally convinced that it was entirely proper to call the bunny, "le papa lapin," and he smiled, patted the bunny and called him, "le papa lapin." Then to the other cages and he quickly responded to "la mama lapin," and finally he visited "le bébé lapin."

Nancy Lee had a stubborn spell and played alone. Strolling up to her and touching her lovely blond curly hair—"voici les cheveux de Nancy Lee," but she only shrugged her shoulders and walked away, but always looking back. Then Mademoiselle acted very sad and disheartened and said, "Je vais pleurer si tu ne parles pas." Instantly her face brightened and she embraced Mademoiselle, repeating quickly, "voici les cheveux de Nancy Lee," pointing to her curls. Then the same little phrases with le nez, la bouche, le cou, les mains. For that day the stubborn spell was broken. Every time she has one of these spells, the teacher repeats the same phrase in French and looks very sad, and immediately Nancy Lee responds in the way described above.

After all thoroughly knew how to say Mademoiselle, Mademoiselle changed her name and state. All asked for Mademoiselle; why she was absent that day, and the director told them. That evening, Marion, five years old, told of the big event and her mother explained that Mademoiselle was now Madame. Very seemingly the next day Marion instructed the children to say "Madame." "Madame has changed her name," said Jean, "but she can still talk French." Madame experienced a great thrill that first noon as she entered her car, and upon looking up, to see the entire group standing at the window, waving and shouting, "au revoir, Madame," with special emphasis on the "Madame."

Little by little the vocabulary grows and is still growing.

TABLE TALK IN FRENCH

Two days each week Madame is hostess at lunch to changing groups of five chil-

dren. They consider it a great honor to sit at this table.

"Do you have a French table today?" said Jean.

"Do I sit there?"

"No."

"Why not?"

"Parce que vous étiez à la table française la dernière fois."

"Oh," she said in a perfectly satisfied tone of voice and she ran away contented. But next day she reminded Madame that it was her turn. For Madame, say the children, understands English but she can't talk it. "What does she do when she wants to talk like we do," wondered Jean.

The responses at the table are most satisfactory. "What is this in French,"—"what is that," not only repeating the articles that Madame mentions. When one says, "Give me some more du pain," it goes the rounds, and the "du pain" disappears. The children say readily, and without Madame's mentioning it anew each time:

du pain
du lait
de la viande
les pommes de terre
les petits pois
les betteraves
la soupe
le dessert
je vais servir
Tommy a fini et
Mike n'a pas fini

The first to finish serves the dessert. "May I serve today Madame?" "Oui, si vous finissez le premier." When one has finished Madame says, "Tommy a fini," showing the others his empty plate. "Finissez" or "depêche-toi," and so they repeat and urge each other to finish.

After lunch, the children have been taught to hang their bibs over the chairs and push their chairs under the table. So they wait expectantly for Madame to say, "poussez la chaise sous la table." "Au revoir Madame," say all as they climb the stairs to go up to nap.

It is the fashion now at school, as well as at home to ask for food in French, and so to ask for coats, hats, gloves and boots.

How Do You Celebrate Christmas?

REPORTS FROM VARIOUS SCHOOLS

COMMUNITY SCHOOL, SAINT LOUIS, MISSOURI

Of all our activities connected with Christmas at Community School the carol service is most dearly loved by parents and children, and yet the older children have grown to feel that color and action add much to the program. The words of a carol may suggest a background and costumes, or perhaps interest in some particular country may influence their choice of setting.

One class interested in small French towns decided to make an old French inn for background. Much planning was needed to adapt a high, steep roof line to the height of our ceiling, and the teachers of fine and industrial arts were called in to help out. One group of boys and girls worked on the building, while others worked out a short dramatization or studied the peasant costumes of Boutet de Monvel. Each day a new idea cropped up, and teachers and children worked together on a French scene that ended with a gay little folk dance and song.

Every year something different is suggested, an old English street, a Norman church, a Hungarian village, a stained glass window, but the life of distant people is always made real, and the spirit that grows out of working together is the same.

Program

Processional.....	<i>Adeste Fidelis</i>
Oh! Come, All Ye Faithful....	<i>John Reading</i>
Carol for Christmas Day	
Wassail Song.....	<i>Yorkshire Air</i>
Au Lapin Agile	
Deck the Halls.....	<i>Welsh Air</i>
Carol of the Birds.....	<i>Bas Quercy melody</i>
I Heard the Bells on Christmas Day....	<i>Calkin</i>
Joy to the World.....	<i>Handel</i>
Away in a Manger.....	<i>Herbert</i>
Oh! Little Town of Bethlehem.....	<i>Redner</i>
Hark! the Herald Angels Sing....	<i>Mendelssohn</i>
It Came upon a Midnight Clear.....	<i>Willis</i>

Scene in a French Village

Folk dance and song

March of the Kings

Silent Night.....*Gruber*

VIRGINIA STONE, Director

DETROIT TEACHERS COLLEGE, DETROIT, MICHIGAN

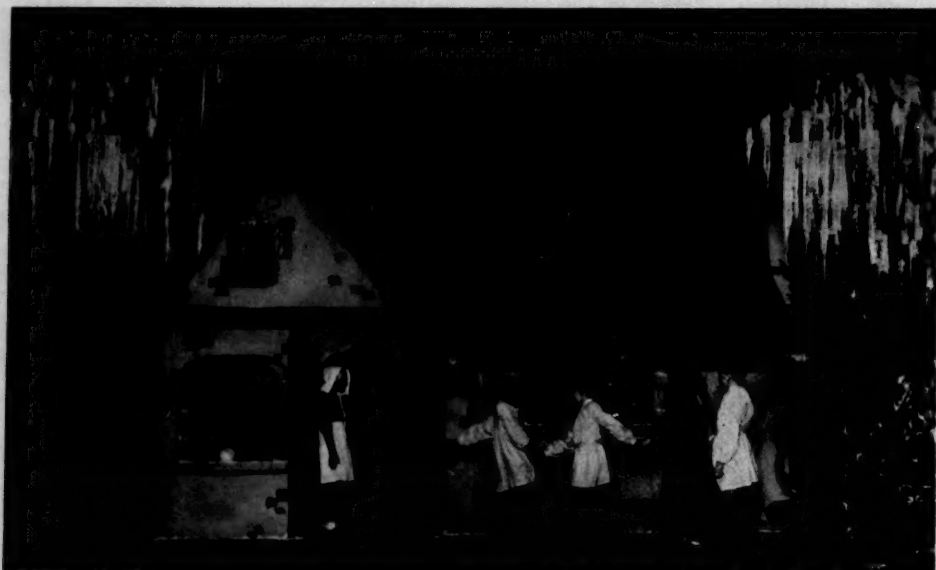
Less well-known but very great artists have painted the Christmas Story. Many good photographs and colorprints are available. Some of the most entrancing pictures show the Adoration of the Magi, or the Journey of the Magi to Bethlehem. Benozzo Gozzoli's wall paintings in the Riccardi Chapel in Florence are probably the most elaborate version of the Journey. Another picture that would speak directly to a child's imagination is the altarpiece by Gentile de Fabbriano (Florence Academy). The Nativity, combined with the shepherds worshipping the Christchild might be most appealing as rendered by Botticelli, Piero della Francesca (both London, National Gallery), Hugo van der Goes (Florence, Uffizi) or Correggio (Dresden). Botticelli emphasizes the universal joy in the angels' dance filling the whole sky, and the little demons, pricking the shepherds with thorns and scuttling into ground holes, add a touch of merriment. Piero della Francesca makes the snow melt and flowers blossom where the angels tread on the wintry ground. Hugo van der Goes shows the awe and stupor of the homely shepherds in the presence of the noble company of the Holy Family and the richly clad angels. Correggio's "Notte" is too well known to need a description.

Lucas Cranach's "Rest on the Flight into Egypt" (Berlin) Durer's Madonna with the Goldfinch (Berlin) or any of his delightful engravings of the Christmas story of the Mother and Child, Rembrandt's etching of the Angel bringing the glad tidings to the shepherds, all these are

only instances of the charming subject which has delighted the artists' hearts ever since an unknown painter depicted the story, very simply, on a wall in the catacombs.

Adele Coulin Weibel of the Detroit Institute of Arts furnishes us with this sort of authentic and fascinating Christmas mate-

medieval festival at the Detroit Teachers College in the great front hall. It will draw together all of the various departments and will represent a medieval street fair with booths for selling Christmas gifts and foods, and a continuous program of Christmas music and song, dancing, pantomime and sports. Everyone will be in holiday garb.



Community School, St. Louis, Mo.

In one class a group of boys and girls made an old French inn for background, others worked on costumes and others on a short dramatization. The result was a French scene that ended with a gay folk dance and song.

rial and we develop it into all sorts of activities for children. Our latest hobby is puppetry, so we are planning this year to have many puppet and marionette shows portraying the Christmas Story, sometimes most crudely and naively, sometimes very elaborately and realistically, depending largely on our age, previous experience with puppets, time spent and materials available. Of course, the very word "marionette" is Christmas in its origin as it means "Little Marys" and was first attached to the naive presentations of the Christmas Story which the French have for centuries used to make the Christmas Festival more graphic and real. Besides the puppet plays by the children in our elementary schools, we are this year, through Miss Ramsey's Plays and Festivals class, staging a most venturesome

The record of our activities and research will be put into tangible form and we will be glad to circulate it after December 2nd, if anyone is interested enough to write for it.

JANE BETSEY WELLING
Associate Professor of Art

SHENANDOAH SCHOOL,
ST. LOUIS, MISSOURI

For a number of years the pupils of Shenandoah School collected food and gave it all to a charitable institution for Christmas.

About November 1, a group of children suggested the possibility of distributing baskets to the boys and girls of less fortunate circumstances who attended our public schools. Through discussions in lan-

(Continued on page 156)

NEWS FROM HEADQUARTERS

MARY E. LEEPER

MARGARET E. LEE

Miss Margaret E. Lee, Director of the Kindergarten Department of the Illinois State Normal University at Normal, Illinois, for the past twenty-five years, has retired from active service and will reside, in the future, at San Jose, California.

A woman of high ideals, of fine culture, and with the spirit of a pioneer, Miss Lee will be greatly missed, not only in the University where she is held in high esteem, but in connection with all pre-school activities in the state of Illinois. As President of the Illinois State Kindergarten-Primary Association, 1926-1928, as a member of its Executive Board since the beginning of the organization, as Chairman of the Committee on Kindergarten Extension of the Illinois Congress of Parents and Teachers, as Assistant to the State Examining Board, as Assistant to the State Superintendent in the inspection of schools, and as a member of various committees of the A.C.E., she has been untiring in her efforts to extend kindergarten education. Her influence on the development of educational opportunities for young children in the state of Illinois will continue to be felt throughout the years to come.

ANOTHER UMBRELLA

The A.C.E. Literature Committee, Mary L. Morse, Chairman, sends us the good news that our second book of stories, *Told Under the Blue Umbrella* is now in the publisher's hands. Further news will be coming soon.

N.C.P.E. BULLETINS

Six big wooden boxes arrived at Headquarters last month, filled with the excellent bulletins published, in recent years, by the National Council of Primary Education. These publications may now be purchased from A.C.E. Headquarters, 1201 Sixteenth Street, Washington, D. C. You will find them listed in the advertising section of this issue. Look over the list and order the ones you need while they are still available.

A BOOK FROM DENVER

For Children Every Day, Anywhere is the title of a book compiled by the Kindergarten-Primary Book Committee of the Colorado Education Association, Edwina Fallis, Chairman. It is a generous collection, arranged in seasonal divisions, of stories, poems, and songs for young children.

Since it is in loose leaf form, you may slip your own special favorites, into the appropriate sections. Price \$1.00, shipping charge \$.25. Send orders to Colorado Education Association, 530 Commonwealth Building, Denver, Colorado.

A VISIT TO THE PHILADELPHIA BRANCH

At the invitation of the Philadelphia Branch the Executive Secretary of the A.C.E. attended the October meeting. It was a pleasure to meet with this group of earnest, enthusiastic teachers and to talk to them for awhile on the work of the Association for Childhood Education.

PROGRESS

Interesting letters are coming from many A.C.E. Branches:

In Tennessee, South Dakota and Wyoming Branch officers tell of their success in organizing groups into new A.C.E. Branches.

In Michigan, New York and Pennsylvania special efforts are being made to extend the circulation of *Childhood Education*.

In Kansas, Connecticut and Tennessee a number of Branches are emphasizing individual membership in the A.C.E. hoping to become 100 per cent Clubs this year.

HEADQUARTERS A BUSY PLACE

Membership cards to check—subscriptions to be accurately recorded—receipt cards to be sent—address plates to be changed—envelopes for the Yearbook to be addressed—Branch reports to file—monthly reports to be written—packages of sample journals, folders, etc. to be sent to state, district and branch meetings—letters to be answered—Hurry! Hurry! Hurry! WHAT shall we do *first*. Forgive us if your receipt card is a bit tardy in arriving.

BOOK REVIEWS

Editor, ALICE TEMPLE

A timely and critical analysis of the social sciences in the early life of the child.—How to organize and work out a program in the social sciences in the light of John Dewey's philosophy of growth is the problem the authors of a recent book¹ have undertaken. The introduction is written by Patty Smith Hill, who sets forth the philosophy, the history, the practices of the kindergarten in the United States and the relation of the kindergarten to the primary school at different periods in its development. This part of the book is a valuable contribution to the literature concerning this segment of the school system.

The authors recognize two principles as basic to the organization of the social science curriculum namely, the problems of a changing social world and the scientific studies of children which reveal the child's physical, mental, emotional and social needs. Several chapters are given to an able discussion of what experiences and activities from the immediate environment will help to make the child more secure in his own world physically, intellectually, socially, emotionally. One cannot but regret that the problems of a changing social world are dismissed with the statement that "children's interests include problems of social life."

Teachers will be delighted with the excellent clear-cut clarification which is given on holidays and their contribution to the social sciences. The contributions which history and geography can make to the social science program are so ably set forth that the thinking of many teachers will be clarified.

Over half of the book is given to specific suggestions and examples of "The Potential Curriculum" and "The Functioning Curriculum." "The Potential Curriculum" is defined as a plan of action for the teacher's use which does away with no planning but which foresees possible interests which may develop. To this end potential content and materials are filed and organized in the following ways:

1. First hand experiences: excursions, experiments, etc.

¹ Mary M. Reed, and Lula E. Wright. *The Beginnings of the Social Sciences*. New York: Charles Scribner's Sons, 1932. Pp. XXIII+224.

2. Vicarious experiences: visual aids, books, etc.
3. Creative expression in the language arts, musical arts, fine and industrial arts.

"The Functioning Curriculum" represents careful records which preserve a total picture of the work carried out. "The Functioning Curriculum" is organized:

1. Records kept
 - a. Child's home record
 - b. Child's interests and related needs
 - c. Experiences used to increase ideas, feelings, creative expression
2. Learnings which took place in subject matter fields
3. Narrative form of record
4. Stenographic form of record.

Teachers will find in this book many sound principles which stress order and continuity in the social sciences and which are consistent with Dewey's philosophy of growth. Many concrete suggestions for content and procedure are provided also. The book is a real contribution in the field.

ELEANOR M. JOHNSON
Lakewood Public Schools
Lakewood, Ohio

Literature for children.—It is easy to see why Alice Dalgliesh's book, *First Experiences With Literature*¹ will be a popular text in the children's literature classes of teacher training schools. In the first place, it concentrates on the consideration of literature and methods suitable to the nursery, kindergarten, primary child, and no other book has dealt with this age only. Second, it brings the discussion of picture books, stories and poetry up to date, including most of the recent favorites. Last, the book raises many of the practical problems teachers of young children are asking. For instance, "Shall we use Bible stories and if so, how shall they be handled?" "Shall we use only realistic stories, or may a child have a few fairy tales?" "What shall we do about literature for the holidays or for a unit of work?" These are

¹ Dalgliesh, Alice: *First Experiences With Literature*, Charles Scribner's Sons, 1932. Pp. XVIII+159.

all important issues to the teacher and Miss Dalglish answers them with constructive suggestions born of practical experience and wide reading.

The chapters on "Picture Books and Their Makers" and "Stories Real and Almost Real" are particularly well done. We have needed this excellent evaluation of illustrators from the standpoint of the young child. It is difficult to understand why the author did not arrange her annotated list in alphabetical order. (The same criticism is true of her list of poets.) "Stories Real and Almost Real" Miss Dalglish presents with the insight of a worker in this field. She shows a keen grasp of these fundamental qualities that make a good realistic story and of the weaknesses that make many of these tales fail utterly.

It is reassuring to find a warning against symbolistic stories for young children (p. 9) but a little startling to find later, in a list of stories for children from four to six, that extremely complex symbolistic story of Oscar Wilde's, "The Selfish Giant" (p. 93). The book is full of sensible admonitions clearly and delightfully expressed. The lists of stories are not as satisfying.

The suggestions for story telling are among the most practical yet given. The discussion of children's humor is excellent. Miss Dalglish bases her conclusions on objective experiments and the findings are significant. The chapter on fairy tales is hardly adequate and the chapter on poetry leaves a desire for a more thorough discussion. However, the purpose of this little book is evidently not a detailed evaluation of children's literature, but a readable and suggestive discussion of the basic problems in selecting and presenting suitable literature for young children. This the book does in a lively and stimulating way. Professor Patty Hill's introduction is delightful and the whole book is a welcome addition to the teacher training field.

MAY HILL
Western Reserve University

"In Search of an author."—A delightful experiment in children's books¹ has just appeared. It is a volume of "Stories" illustrated by Nura but waiting for an author. Twelve large pictures are each followed by an enticingly blank page on which the author may write his story, poem, or even drama. The

cover tactfully provides a place for the author's name; so there is every inducement for young scribes to burst into print.

The pictures are a rare mixture of humor and solemnity, realism and imagination. They are modernistic in style, but their outstanding virtue is that, while the themes are mostly realistic, Nura has managed to endow such everyday experiences, as going to school, the picnic, the birthday cake, with a tang of adventure and suspense that set you wondering. Now this mood of speculation is the essential mood of creative expression. Nura's pictures arouse this to a remarkable degree. It is quite unlike the mere labelling that many pictures provoke in young children. Indeed, the story element inherent in these pictures should prevent entirely that deadly cataloguing that is so fatal to literature from the primary to Walt Whitman.

What age will respond best to these pictures remains to be discovered. Because of the modernistic style and the details, one suspects that the seven and eight year olds will enjoy them more than the five and six year olds. However, the book must be tried before this point can be settled. Certain it is that no one can look at these amusing pictures without wishing to take a fling at authorship.

Nura, who is Mrs. Woodson Ulrieck, is well known for her paintings and her sculpture. Both show her knowledge of the young child, and this unique book expresses her understanding of the child's own creative urges and possibilities.

MAY HILL
Western Reserve University

PUBLICATIONS RECEIVED

PRIMARILY FOR TEACHERS

CAREY, ALICE-E., HANNA, PAUL R., AND MERRIAM, J. R.

Catalog: Units of Work, Activities, Projects etc., to 1932. New York: Bureau of Publications, Teachers College, Columbia University, 1932. Pp. XII+290.

CLOUSER, LUCY W., ROBINSON, WILMA J., AND NEELY, DENA L.

Educative Experiences through Activity Units. Chicago: Lyons and Carnahan, 1932. Pp. 352.

MATHIAS, MARGARET E.

The Teaching of Art. New York: Charles Scribners Sons, 1932. Pp. XII+356, \$3.00.

MONROE, WALTER S., AND STREITZ, RUTH

Directing Learning in the Elementary School.

¹ *Stories.* Written by —. Illustrated by Nura. New York: Beekman Hill Press, 1932. Distributed by Mergentime Company, 551 Fifth Avenue, New York, \$1.75.

Garden City, New York: Doubleday, Doran and Company, 1932. Pp. IX+480.

STAFF OF THE NATIONAL COLLEGE OF EDUCATION.

Curriculum Records of the Children's School. Evanston, Illinois: Bureau of Publications, National College of Education, 1932. Pp. 562.

WASHBURN, CARLETON.

Adjusting the School to the Child. Yonkers-on-Hudson: World Book Company, 1933. Pp. XIII+189.

WHEELER, RAYMOND H., AND PERKINS FRANCIS T.

Principles of Mental Development. New York: Thomas Y. Crowell Company, 1932. Pp. XXVI+592.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION.

Children's Reading. Pp. VII+90. *Education for Home and Family Life. Part I.* Pp. XII+124. *Growth and Development Part IV. Appraisal of the Child.* Pp. XIX+344. *Home and School.* Pp. VII+122. *Safety Education in Schools.* Pp. VII+61. *Social Hygiene in*

Schools. Pp. VII+59. *The Delinquent Child.* Pp. XI+499. New York: The Century Company, 1932.

PRIMARILY FOR CHILDREN

BELL, LOUISE P.

Kitchen Fun: A Cook Book for Children. Cleveland: The Harter Publishing Company, 1932. Pp. 27.

BELL, LOUISE P.

The Alphabet that was Good to Eat. Cleveland: The Harter Publishing Company, 1932. Pp. 23.

HARDY MARJORIE.

Sally and Billy in Autumn. Chicago: Wheeler Publishing Company, 1932. Pp. 48.

LAWSON, EDITH W.

Better Health for Little Americans. Chicago: Beckly-Cardy Company, 1932. Pp. 160.

The Child Life Story Book. Compiled by Marjorie Barrows, New York: Rand and McNally Company, 1932.

WALBERT, JENNIE.

My First Writing Book. Chicago: Laurel Book Company, 1932.

(Continued from page 152)

guage periods in all rooms the children decided on the following plan:

(1) Securing names of boys and girls—Letters were written to the principal of a school in a poor district, requesting the names, addresses, and ages of the children of the families who needed help. In this letter our purpose was clearly stated—to make a Happy Christmas for some needy families.

(2) Assignment of the names of families—This was done according to enrollment—that is, a family consisting of mother and father and 7 children would be assigned to a room in the school with an enrollment of 45 pupils.

(3) Help that was given:

1. Food for a delicious Christmas dinner—chicken, cranberries, vegetables, mince pie, and etc.
2. Groceries for further use—sugar, flour, salt, canned goods, and etc.

3. Gifts for each member of the family—sweaters, shirts, clothing of all kinds. These were wrapped at school with appropriate Christmas tags, ribbons and tissue.

4. Toys for the little children—some of these were old ones re-built and repainted while others were new—dolls, wagons, games. These, too, were wrapped at school and labeled, "For Bobby, A Happy Christmas."

(4) Delivery of baskets.

Each room solicited the services of parents for delivery the day before Christmas. The children accompanied parents on the trip.

Each child in each room made some kind of a contribution, either money or merchandise.

There was a surplus of canned goods.—It was given to another school that collects canned goods throughout the months of the school year.

ISABEL TUCKER, *Principal*

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

The New Era In Home And School in its September issue gives some news from Nice, where was held this past summer the Sixth World Conference. The "Outlook Tower," which is its editorial department, makes several significant comments. Representatives from fifty-two different countries were there, most of them practical educationists—parents, teachers, and social workers being so classed. We are told the background was sombre, with most of the people present gripped with a sense of present problems. But this creates a hopeful outlook—"One feels that there are unknown difficulties ahead of all its members, which will call for unknown adaptations and courage in facing them. And the result of this is a quickened sense of fellowship and a more insistent urge to work." A feature of the conference which worked out well was a "series of Commissions, each consisting of a group of world experts, who met to thresh out the problems of Teacher Training, Examinations, Trends in Educational Psychology, and Curriculum Reform." Further work is promised from them with published reports of their progress. Under the heading "Emphasis and Values" there are the following interesting conclusions: "Two main streams of thought emerged: one that leaders should have a definite program for social reconstruction and use education as a means of carrying it out; the second that no adult has the right to impose his beliefs on the rising generation. But we reached the only essential basis of agreement for modern educators: that children should be allowed to develop freely, to be socially adjusted, and to have presented to them social material in such a form that they may be aware of conditions in the world about them and trained to think for themselves and thus to evolve a new society." "Much is made of other instrumentalities of education than the school and of the fact that school and life have been largely divorced, with this conclusion." "There is a general resolve that this shall be changed and that the school shall give experience in social living and as clear an idea as possible of the greater world." Finally the especial mission of the Fellowship is discussed. It is es-

entially an open forum, and its one great factor must be tolerance from each of its members. It is because they had this attitude that the 1,800 delegates were able to meet and make a real attempt to understand divergent points of view.

Under the title *The Measure Of The New Education*, Harold Rugg gives his personal interpretation of the Conference. He believes that it marks a turning point in the history of the movement and that it may "also mark an epoch in the history of social regeneration through education." He lists three major accomplishments:

1. Recognition of the obligations of the new education to contribute to the building of a world-wide social programme of action.
2. The attempt of leaders to discover points of common emphasis upon which could be constructed a platform uniting the teachers of the world.
3. The work of the various commissions.

Two facts were strongly emphasized by a group of leaders: "first that the new industrial civilization is chaotic, out of control; that western civilization is really on trial, second that the schools of the world shall be used to reconstruct it." A number of concepts were presented reinforcing these ideas—we will consider what the different reactions were to them. "Certainly many hundreds rose to them as a challenge to social reconstruction through education. Several hundreds more, perhaps concerned primarily with child development, mental hygiene, or the creative arts, and not with educational sociology, were unimpressed by their persistent importance. Others, a very small minority of leaders, wished to go much further. These stated bluntly in small group discussions that these characteristics revealed the beginning of the end of private capitalism; that some form of cooperative collectivism must now take its place; and the schools of the world must take a place in bringing it about." There was sharp division as to the methods by which schools shall help to bring about social reconstruction—one side leaning to the idea of indoctrinating—the other to

the development of a scientific attitude. The first group would believe that we now have certain fixed standards toward which we should move, the other that "we today lack the insight necessary to see beyond the veil of tomorrow and to predict surely the outlines of the society which will succeed ours." Dr. Rugg tells us, however, that the leaders "stood shoulder to shoulder on many important questions" and lists six major points as follows:

1. We of the West have produced a false education, a partial education of words, of books, of the cortex rather than of the whole body; an education built by imitation and imposition from the cultures of other times and other peoples.
2. That the supreme goal of education is the development of integral personalities; the production of courageous, effective, happy personal relationships; the preventing or eliminating of anxieties, guilt reactions, conflicts, and the like.
3. That education should train students in scientific thinking, in making their own decisions, avoiding prejudices, criticizing evidence, discounting propaganda, and the like.
4. That education should build consciously and continuously a tolerant sympathetic understanding of other viewpoints and cultures while stressing the positive values in the culture of its own people.
5. That education should take place through the purposeful activity of children, be creative rather than merely absorptive, and should assemble materials and activities in terms of learning needs and real life situations.
6. That education should become increasingly effective in building attitudes of the following types:
 - a. Responsibility for carrying on an interdependent world of society.
 - b. Expectancy of accelerating change; flexibility of mind.
 - c. Willingness to make the fundamental readjustments demanded by the present situation, not merely temporizing and compromising.
 - d. Acceptance of all races and nations as parts of one mankind; there are no inferior races, no superior races.

In the same journal an article on Disarmament In Education by Dr. Maria Montessori has a point of view which is rather novel though Agnes de Lima in her book, *Our Enemy, The Child*, had the same thought. She says "It is not an exaggeration to say that the teacher is often the persecutor of the child."

And again "Fathers and mothers are dictators, judges from whom there is no possibility of appeal." She pleads for an alleviation of this state for she says, "The loving child who feels himself loved has a dynamic character. He is a child who works a great deal, who has no fear of effort, and who seeks that discipline which is natural to man and the serenity which is natural to men who lead normal lives. The loving child in his maturity will be the new man."

The *First Five Years* by Harriet Mitchell has this special plea which is rather unusual and may give us a moment's pause. "I plead with parents to keep the whole problem of habit-formation in its proper perspective. Serviceable habits are necessary, serviceable habits are essential to orderly, productive, and satisfactory living but *they are important only in so far as they are means to this end*. When we come to think of it, we none of us want to bring up children to be merely clean and tidy—but we are apt to become so engrossed in the business of teaching them good habits that we forget to remember that these are merely tools."

Hygeia prints as its September issue a School Number. Elizabeth Ferguson, giving the experience of one set of parents with the nursery school answers the question her article asks *Why Doesn't He Act That Way At Home?* Her conclusion is, "Our vision for our home and children has been immeasurably broadened by our contacts with the nursery school staff. Undoubtedly, the faith the nursery school people have in parents and the respect they have for the multiplicity of responsibilities other than child development with which parents are confronted has something to do with our feeling that nursery school is quite as important in the life of a child as kindergarten, eighth grade or college."

Dr. Lewellys F. Barker writing on *Keeping Children Well* insists that cooperation between the home and the school is essential to a good health program. He pleads not simply for freedom from diseases but for a health consciousness, and suggests for a well balanced health program, the following points:

1. A thorough physical and mental examination on entrance to school.
2. Daily inspection to make sure personal health is maintained, but more especially for communicable diseases.

3. Periodic health examinations at regular intervals.
4. Systematic supervision of the hygiene of schoolwork and recreation.
5. Contact relations of school physicians and nurses with the families of pupils and with their private medical advisors.
6. Examinations of the health of teachers by physicians authorized by school authorities, and of janitors and cafeteria workers by school physicians.
7. Conferences of parents and teachers at which the health difficulties of pupils can be freely discussed with reciprocal benefit.

He mentions also the fact which can not be too often stressed of the close relationship between behavior and health.

Flora Strousse, writes on *What I Learned from the Children*—and isn't it a nice title? She describes a project in health education which she herself developed, "a 12 page monthly pamphlet made up from voluntary material in the form of poems, drawings, and short pieces of prose in which the children express their ideas about keeping well." She is vice chairman and acting supervisor of the health extension department of the Community Health Center of Philadelphia. Her conclusion is "The advantage of this type of project is the fact that it acts as a gauge to determine somewhat the extent of the child's understanding of the subject and the ability to apply it as a living experience."

Jessie C. Fenton writes on *The Child and The Child Guidance Clinic* in this journal. She describes the set-up and the procedure, simply and directly, with this statement of its purposes. "What the clinic tries to do is to show the parents, teachers, and others who may be involved how they can change their own as well as the child's way of living in such a manner as to remove the sources of trouble and give the child's personality a chance to develop normally."

Physical Examinations for the Healthy Child are discussed by Esther I. McEachen, an excellent article for those who think it is not necessary to bother about the child's physical condition unless there are specific disabilities. She answers such questions as "Do you advise vaccination for smallpox and inoculation for diphtheria for all children?" and tells why she does. One sentence, which is

printed in italics might well be engraved on the wall of every room where children live—*"The healthy child is always active."*

The Journal of Educational Research for September prints *A Comparison of the Personality Traits of 300 Accelerated, Normal and Retarded Children* by Edna Willis McElwee. This study was made in Public School 208, Brooklyn, in the second, third and fourth grades. From teachers opinions a list of 14 traits was arranged, the first seven considered as desirable and the rest undesirable as follows:

1. Gets along well with other children.
2. Interested in school work.
3. Good effort.
4. Quiet.
5. Attentive.
6. Obedient.
7. Calm.
8. Quarrels with other children.
9. Indifferent toward school work.
10. Excitable.
11. Talkative.
12. Restless.
13. Stubborn.
14. Listless.

The three hundred children were then selected for study, 100 in each group, and an equal number of boys and girls. The relationships are clearly shown by charts and some interesting data emerge. All three groups possessed more desirable than undesirable habits. In general, the accelerated children seemed to possess to a greater degree all the desirable traits than did the retarded children. This is conspicuously not the case in the matter of Attention, where they are shown to be less attentive than either of the other groups. Curious result from which might be made some interesting conclusions!!! There is some discussion of what might be done to help the retarded pupils, calling on the psychologist, physician, and psychiatrist for help, with the comment, "The rest is up to the teacher." Also, "An activity program which allows for both class and individual projects may be the means for the retarded child to find himself."

This same periodical prints *A Critical Survey Of Public School Courses of Study Published 1929 to 1931*, by Henry Harap and Alice J. Bayne. This is the second of these surveys, one having been published in February, 1930, of the courses published in 1928-1929. Three hundred and seventeen courses of

study bulletins from 72 school organizations were analyzed. The blank on which the data were recorded is given, and the distribution of the institutions is shown by population and geographically. The following new tendencies which the study shows are interesting. "There was a marked increase in the output of courses of study in commercial education. The appearance of seven bulletins in safety education establishes a new category in our list of courses of study. Seventeen activity curricula are included in the collection. Classified under the heading of language, three courses in library practice have made their appearance. Not included in our collection but reported in a recent survey are new bulletins in process in the fields of guidance and character education." Administrative arrangements are discussed with these comments. "The most revealing conclusion from our analysis is the important rôle that the teacher plays in curriculum construction." Also, "Curriculum revision is continuing to make headway not only because it is intrinsically justifiable, but also because it has developed into a most effective instrument of constructive supervision." The discussion of units of work is particularly interesting as showing how far this idea is spreading. The writers define a unit of work as "a clearly defined subdivision of a course of study which had unity or completeness, although its unity may have been based upon any of the following factors: a child or adult experience, a center of child interest, a theme, a principle, a topic, or a graded step." Accepting this definition, 78 per cent of the courses were subdivided into units of work. "This does not represent a radical change in organization or treatment of formal courses but it does definitely annihilate the lesson as the basic unit of the course of study." They further comment on the eleven per cent of the unitary courses based upon a center of child interest and nine per cent on a theme or principle such as transportation, saying that these "represent a sharp break with the past." There is further discussion of this topic with several definitions; the form of the unit is also presented and also the inclusion of tests. Of tests, this conclusion is given, "despite the voluminous output of printed tests and manuals on test construction we are of the opinion that we are still in the primitive stage of test making for learning or curricular purposes. The final topic is that of Adapting Instruction to Individuals with these conclusions. "Nearly all the activity curricula, owing

to their flexibility, the opportunity for pupil initiative, and the common subdivision of the labor in a project, provide for a considerable amount of individualization. The individualization of learning is in a more plastic form now than it has ever been." This presentation of this very valuable study is to be continued.

Parents in its October issue has an article on New Trends In Education by William H. Kilpatrick which all educators will wish to read. He wastes no time in discussing the fact that schools are in a state of change, since that must be clear "to anyone with a mind to see." He finds three things which seem most directly to be causing these changes—"our changing times, the downward extension of democracy, and the modern study of education." Each of these factors is discussed briefly—then turning to the schools he finds "three trends comingling within American theory and practice, two already anticipated and a third new on the scene. Using the popular names, we may call these three trends, 'progressive education,' the 'scientific' type of education and 'mental hygiene.'" His discussion of progressive education points out some of its real dangers—"with its wish to treat children more as persons, to give them more chance to think, more responsibility in action, and if possible more chance to be happy," there is a very real danger of spoiling them. He points out that all sorts of modes or behavior are learned and children can learn to run wild as easily as anything else. The test of whether they are progressing in the right direction he gives in three questions "Do they now choose more worthwhile activities than they did six months ago? Do they stick to their work (or play) longer? Do they think better about it and have more skill?" If so we need not fear, for "Books and school skills and the like will, with reasonable care, come along in due time. Good character, good habits of thinking, and good habits of working—these in time will take care of all else." The scientific trend is then discussed—presented as most in evidence in schools in intelligence testing and in testing school achievement. Of ability grouping he says—it is becoming more and more doubtful. People who are interested in it "are more concerned to get subject-matter learned than to have children develop wholesomely as persons." "It is indeed impossible to group children so that all in the group will have the same ability along all lines." Of tests, he says, "On the whole, the

more mechanical school learnings are the easiest to test. The finer and really more significant things can hardly be tested, such as appreciation of literature or of music, and moral qualities like thoughtfulness of others or willingness to assume responsibility, or persistence at a disagreeable duty. This is not to say that tests have no use. They have real use, especially in helping to make a diagnosis."

Of Mental Hygiene he says, "Mental

hygiene becomes an essential part of each teacher's equipment. The time will surely come when every decent plan for the education of teachers will include this as a recognized part. Mental hygiene has come to stay as an essential part in any good kind of education." The article concludes with an explanation of how the good modern school meets the challenge of these three movements and says "it is hard to think of a better preparation for life."

The Christmas Hour

This is the hour my heart has waited for—
This hour of stillness in the day's gay rush;
This hour when I may let my thoughts recall
The Christmas story. In this quiet hush
That wraps my little world in treasured peace
The Christmas message can ring out again—
That priceless message of "good will to men."

It little matters that the years have run
Their busy cycles since that distant day:
The vivid story is divinely true.
The humble stable where the Christ Child lay
Is a dear background for the tender scene—
The gentle mother, the bright glowing Star,
The Wisemen who had traveled long and far,
And, lying on a bed of fragrant hay,
The little Child: How could they guess the way
His feet must travel to the distant goal?
The Christmas story was but just begun
In that rich moment of the Child's dear birth;
Triumphantly, its holy course has run
Until it echoes 'round the eager earth;
Until it echoes in our hearts today
In quiet hours of consecrated thought.
Ringing and joyous the divine decree—
The message that the gracious Christ Child brought—
Sends forth its stirring challenge to mankind—
"Lift up your hearts, O weary sons of men,
Peace and good-will dwell in the world again!"

ELEANOR G. R. YOUNG

RESEARCH ABSTRACTS

Editor, ELIZABETH MOORE MANWELL

Do Early Impressions Become Lasting Memory?—A quite striking study, of special interest to teachers and parents, is reported by Burt in his paper. "An Experimental Study of Early Childhood Memory."¹

The study was as follows: To a small boy of 15 months, (I.Q. 130) Burt read a 20-line selection in Greek from one of Sophocles' plays. On the same day he also read two other selections of 20 lines each from the same play. The next day he repeated the reading of the same three selections, and continued this on each day for 90 days.

After this three-month period, he took three new selections, also from Sophocles, and read these to the boy, who was now 18 months old. After repeating these each day for 90 days, he dropped these, as he had the first three, and took up three more, and so on, until the child was 3 years old. By this time he had heard each of 21 selections repeated each day for 90 days.

Then the matter was entirely dropped for five and one-half years, the affair never being mentioned to the boy during this time.

When the child was eight and one-half years old the experiment on relearning began. Seven selections, one from each age level, were chosen from the material which had been read to him in his earlier years. And three new ones of the same average length and meter were added. The nature of the experiment was told to the boy, and his cooperation was enlisted. He was not told, however, which of the selections were new and which had been read to him in his childhood.

In general, he was given one period each day for this relearning, the ten selections being read to him each day with a 15-second pause between them. Each one was read each day, until, by a modified prompting method, he had learned to recite the passage entirely without prompting. This method required about 11 months for the boy to learn the first selection and about 16 months before the last one was completely learned.

The results showed that while it took on the

¹ Burt, Harold E. "An Experimental Study of Early Childhood Memory." *Journal of Genetic Psychology*. Vol. XL, June, 1932. P. 287-295.

average 435 repetitions per selection for the subject to learn the selections which were new to him, i.e., presented to him for the first time when he was eight and one-half years old, it took only 317 repetitions for him to learn the material which had been presented to him in early childhood. It was also found that the selections which had been read to him when he was between 24 and 36 months old were relearned more rapidly than those presented when he was between 15 and 24 months old. "But even the material which had been presented to the subject daily between the ages of 15 and 18 months showed a fairly clear effect of this early experience in facilitating subsequent learning."

The significance of this study, even though only one child was the subject, is great. If a child retains, for five or six years, memory of what he has heard when only 15 or 18 months old, even though in the interval the learning has been discontinued, how great is the responsibility and opportunity of nursery school teachers and parents! Perhaps parents cannot afford to let their children hear jazz music often, even though they seem too young to notice the radio. Perhaps we may not dare to expose toddlers to the slovenly speech of nurse-girls, or to the hurry and confusion of an ill-regulated nursery-school. Perhaps we will come to put more thought and care into what we teach the child in these early, impressionable months, so that what he hears and learns will be a help and a constructive influence in his later development, and so that he learns little which will hold him back in his growth. It may be that the mind of a young child, as this study would indicate, is like some pathway freshly asphalted, bearing imprint for years to come of slight marks made on it before its final term is set.

Why Do Children Laugh or Smile?—Students of child behavior will be interested in a recent paper called "A Study of the Laughing and Smiling of Preschool Children."²

For generations in the past educators have

² Ding, Gladys F., and Jersild, Arthur T. "A Study of the Laughing and Smiling of Preschool Children." *Journal of Genetic Psychology*. Vol. XL., June, 1932. P. 452-472.

been so busily concerned with the problem of what to teach children, and how to plan the perfect curriculum, that they have overlooked or paid little attention to the question of the nature of the children themselves, or the way in which the children enjoyed their school life. That a child should come "creeping, like a snail, unwillingly to school" was a matter so usual that it caused little concern.

So sharply has educational interest turned, however, in the last few decades that curricula are now being based on children's needs and interests, and it is not uncommon to find classrooms, especially at the kindergarten level, so natural and informal that children enjoy them heartily. Apparently in two such classrooms as these the present study was conducted.

The subjects were 59 children, American born and of unmixed Chinese parentage, attending a Chinese nursery school and kindergarten. Each child was observed for two two-hour periods, the total number of hours of observation for all the children being 276. Each laugh and smile was recorded during the period, as well as each instance of crying.

The results showed a total of 280 laughs, 5,644 smiles and 16 instances of crying. Laughing and smiling occurred most frequently in association with general motor activity. The three-year old children were found to laugh or smile less frequently than the children of two, four, or five years. (This the author accounted for by the explanation that the small two-year olds were often played with and made much over by the older children, whereas the three-year olds not only were not so babied, but also had to hold their own against the older children.)

It was found that the laughing and smiling occurring when the child was physically active at play exceeded all the other occasions combined.

The children laughed and smiled more often when observing their brothers or sisters or friends than when with strangers. There was evidence that these Chinese children laughed and smiled as much as Caucasians who have been studied by other investigators. There were marked individual differences in the amount of laughter and smiling in the children who were studied.

There was practically no evidence that division or a feeling of superiority were responsible for the children's laughter, nor did

they think the awkwardness or incongruous accidents of the other children were funny. "On the whole, it appears that the laughing and smiling of children from two to five occur predominantly in connection with general physical activity."

How Are the Factors of Age, Intelligence, and Amount of School Experience Related to Conduct and to Judgment?—A preliminary report of the ethical judgment and ethical conduct is given by the University of Oregon.¹

The subjects of the study were 120 children ranging in age from 4 to 7 years, and from pre-school to the second grade.

It was found that chronological age and amount of school experience were associated with consistently increasing judgment scores; and that mental age appeared to be a significant factor after the 4th mental year was reached.

Evidence also indicated that children under six years of age in school possessed a greater amount of ethical knowledge than did pre-school children of similar age with higher mentality.

It was also found that the judgment of these children was not indicative of their conduct. A study of the factors of mental age, chronological age, intelligence quotient and length of school experience in relation to conduct scores showed no such successive gains as did the study of judgments.

The conduct of the children apparently determined their ethical judgments until about the time they entered school.

The author indicates the following educational implications of the study: "These results emphasize the need of keeping constantly before the parent and teacher in the early years the necessity of training and directing conduct toward wholesome standards of conduct. First appearances of unethical conduct should be detected and corrected. Doing nothing about the first offense provides the satisfaction needed to form habitual responses of undesirable behavior. Disapproval of the first wrong response, likewise, tends to inhibit similar responses. . . ."

"We are only beginning to realize how significant for the well-being of the child is the development of socially acceptable conduct."

¹ Burkett, Gladys R. *An Experimental Study of Relationships Between Ethical Judgment and Ethical Conduct of Pre-school and Primary Children*. Unpublished Masters Thesis. University of Oregon, 1932. Pp. 93.

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